

Graduate Council Minutes

December 10, 2008

3:00 pm

Present: Drs. Saleh, Sustich, B. Gilbert, E., Gilbert, Miao, McDaniel, Amienyi, Armah, Engelken (Cliff), Jones, Risch, Ms. Finch, Mr. Peck and Mr. Gastineau

1. Tabled Items

ENGR 5703 Environmental, Safety and Health Engineering **APPROVED**
SW 5273 Practicum in Addiction Studies I **APPROVED**
SW 5293 Practicum in Addiction Studies II **APPROVED**
SW 6803 Full-Time Advanced Field I **APPROVED**
SW 6813 Full-Time Advanced Field II **APPROVED**
SW 6821 Part-Time Advanced Field I **APPROVED**
SW 6822 Part-Time Advanced Field II **APPROVED**
SW 6831 Part-Time Advanced Field III **APPROVED**
SW 6832 Part-Time Advanced Field IV **APPROVED**

2. Passed Provisionally

Graduate Certificate in Addiction Studies **provisionally passed-memos to assessing student rates and assessing the program**

3. New Course

HIST 5073 History of Sexuality in America **APPROVED**

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council - Send 1 copy to mmcinnis@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)

Department Chair
Date

General Education Committee Chair (if applicable)

College Curriculum Committee Chair
Date

Undergraduate Curriculum Council Chair

College Dean
Date

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

ENGR 5703 / ENGR 4703 (joint graduate and undergraduate course)

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).

Environmental, Safety, and Health Engineering (*Transcript title: Envr., Safety, and Health Engr.*)

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)?

Yes

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

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

Survey and analysis of contemporary environmental, safety, and health-related topics pertinent to engineering and technology applications and practice, including technical, regulatory, economic, and other non-technical aspects. Prerequisite: Senior undergraduate status in the College of Engineering or College of Science and Mathematics, or admission into the ASU Environmental Science graduate program or Engineering Management graduate program.

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).

Senior undergraduate status in the College of Engineering or College of Science and Mathematics, or admission into the ASU Environmental Science graduate program or Engineering Management graduate program.

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

On-demand; usually every third or fourth semester.

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

Robert Engelken, College of Engineering, Arkansas State University – Jonesboro, P.O. Box 1740, State University, AR 72467, bdengens@astate.edu, 870-972-3227, with assistance by Dr. Shivan Haran and Dr. Paul Mixon of the College of Engineering.

11. Proposed Starting Term/Year

Fall 2009

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

Not directly, but it is expected that some candidates for the relatively new (Fall 2008) Master in Engineering Management degree will take it.

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? No

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.

It is expected that the new course will further enhance the College of Engineering's mutual cooperation with the multidisciplinary ASU Environmental Science (Dr. Anne Grippo-Interim Director; agrippo@astate.edu; 870-972-2007) and Engineering Management (Dr. Rick Clift-Director; rclift@astate.edu; 870-972-2088) graduate programs (Dr. Greg Phillips-Dean overseeing all of these programs; gphillips@astate.edu; 870-972-2085).

15. Justification should include:

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

The course will be the College of Engineering's first graduate lecture course supporting the multidisciplinary ASU Environmental Science graduate program. The course will provide graduate-level coverage of a variety of contemporary topics related to the environmental, safety, and health aspects of the practice of engineering and technology, and will cover both technical (scientific and engineering) and non-technical issues. Students will gain a broad-based perspective on not only particular topics, but also their interdependences, synergy, and supporting literature, principles, and practices.

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 course is consistent with both the mission of the College of Engineering and the mission of the Environmental Science graduate program to provide relevant, up-to-date knowledge and skills in their fields-of-venue. The proposed course overlaps both missions and is consistent with the multi-departmental/multidisciplinary nature of the ASU Environmental Science Graduate Program, as well as peripherally supporting the new master degree program in Engineering Management.

C. Student population served.

Primarily master and Ph.D. - level Environmental Science students, along with a few senior-level engineering and science students or master-level Engineering Management students who may take the course as an elective.

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

The advanced/detailed nature of the topical coverage and supporting literature is consistent with co-listed graduate/senior-level status.

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.)

Topics of discussion and their sequence will be selected in a given semester by the instructor(s) based upon relevance, timelines, and current press attention. A representative outline is listed below:

Week 1: Perceived global warming and climate change

Week 2: Biofuel development and associated pros and cons
 Week 3: Other alternative energy sources and impacts
 Week 4: Contemporary toxicological hazards (e.g., recent pet food, toothpaste, and toy contamination from overseas sources)
 Week 5: Pros and cons of genetic "engineering"/cloning and potential impact upon agriculture, health, and the environment
 Week 6: Health effects of electromagnetic fields and waves, including power lines, electrical machinery, and cell phones
 Week 7: Hazards and benefits of "nano" - technology and biotechnology, e.g., carbon nanotubes and nano-biomarkers
 Week 8: Emergence/reemergence of virulent pathogens and association with sociological and environmental factors
 Week 9: Mandated safety measures for one's "own good"? (enforced seat belts, helmets, ground fault indicators, vaccinations, etc.)
 Week 10: Competitiveness and tradeoffs between degree of safety and low cost in products
 Week 11: Liability/litigation issues in engineering, and the concept of reasonable/acceptable "risk" at all levels (designer-to-manufacturer-to-consumer)
 Week 12: Generalized costs of regulatory compliance
 Week 13: Value of human life versus point of diminishing returns in implementation and costs of environmental, safety, and health measures
 Remainder-of-semester: Miscellaneous topics

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

Significant literature and reference review and analysis, and preparation of follow-up student papers, presentations, and debates. Occasional interaction with practicing professionals as/ if appropriate. Midterm and final examinations. As discussed below (in 23.), students taking the course for graduate credit, will also be required to perform a detailed literature review on a specific focused relevant topic, and write a detailed (> 25 pages) paper/report on it. The instructor and student peers will also assess a formal presentation by the graduate student on the paper. In some cases, particularly good papers may be submitted for journal publication and/or conference presentation.

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

Occasional experimental demonstrations, and formal classroom debates.

19. Required reading

The likely course textbook will be: Safety and Health for Engineers, Roger L. Brauer, John Wiley and Sons, 2005. Possible secondary references will include (1) What Went Wrong?: Case Studies of Process Plant Disasters, Trevor A. Kletz, Elsevier Science, 1998, (2) Safety, Health, and the Environment, The Center for the Advancement of Process Technology (CAPT), Pearson Publishing, 2006, and (3) Environmental Engineering, Franklin Agardy et al., John Wiley and Sons, 2003. Significant review of the literature will be conducted supporting the topics covered, with emphasis upon journal articles, conference proceedings, governmental/regulatory documents, and sources such as web sites, newspapers, and recent magazines. A representative list of relevant readings is listed below.

1. [IPCC, 2007: Climate Change 2007: The Physical Science Basis](#). Contribution of Working Group I to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, S. D. Solomon, D. Qin, and M. Manning (Editors), 2007.
2. Timothy Searchinger, Ralph Heimlich, R. A. Houghton, Fengxia Dong, Amani Elobeid, Jacinto Fabiosa, Simla Tokgoz, Dermot Hayes, and Tun-Hsiang Yu, "Use of U.S. Croplands for Biofuels Increases Greenhouse Gases Through Emissions from Land-use Change", Science, February 29, 2008, Vol. 319. No. 5867, pp. 1238 – 1240.
3. Reuel Shinnar and Francesco Citro, "A Road Map to U.S. Decarbonization", Science, September 1 2006: Vol. 313. No. 5791, pp. 1243 – 1244.
4. "China Exports Lead Poisoning, from Eye Shadow to Glazed Pottery, Products Pose Danger to U.S. Kids", Posted: June 07, 2007, [WorldNetDaily.com](#) .
5. Matti Häyry and Tuija Lehto, "Genetic Engineering and the Risk of Harm", Proceedings, Twentieth World Congress of Philosophy, Boston, Massachusetts U.S.A., August 10-15, 1998, <http://www.bu.edu/wcp/Papers/Bio/BioHay2.htm> .
6. James C. Lin, "Health Aspects of Wireless Communication: Personal Wireless Communication Radiation and the Eye Lens", ACM SIGMOBILE Mobile Computing and Communications Review, Volume 7, Issue 3, July 2003, pp. 4 – 7.
7. Approaches to Safe Nanotechnology: An Information Exchange with NIOSH, National Institute for Occupational Safety and Health/Center for Disease Control, <http://www.cdc.gov/niosh/topics/nanotech/safenano/healthconcerns.html> .
8. E.L. Corbett, C.J. Watt, N. Walker, D. Maher, B.G. Williams, M.C. Raviglione, et al., "The Growing Burden of Tuberculosis: Global Trends and Interactions with the HIV Epidemic", Archives of Internal Medicine, 2003, 163:1009-21.
9. Ted Balaker, "Strapped: Unbuckling Seal Belt Laws", Reason Magazine/Reasononline, May 27, 2004, <http://www.reason.com/news/show/32805.html> .
10. Khaled El-Rayes and Ahmed Khalafallah, "Trade-off between Safety and Cost in Planning Construction Site Layouts", Journal of Construction Engineering and Management, Vol. 131, No. 11, November 2005, pp. 1186-1195.
11. John E. Blodgett, "Environmental, Health, and Safety Tradeoffs: A Discussion of Policymaking Opportunities and Constraints", February 1, 1999, The Congressional Research Service (CRS), Library of Congress, <http://ncseonline.org/Nle/Crsreports/risk/rsk-13.cfm> .
12. W. Kip Viscusi, "Social Costs of Punitive Damages against Corporations in Environmental and Safety Torts", The Georgetown Law Journal, November 1998.
13. Allan M. Feldman, "Probabilistic Value of Life vs. Deterministic Value of Time", Working Paper No. 97-22, Department of Economics, Brown University, September, 1997.
14. [Warner Todd Huston](#), "Why Is Environmentalism Wrong?", American Daily, Inside Page, December 4, 2008.

<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)</p> <p>It is anticipated that the course will initially be taught only every third or fourth semester, usually/primarily by College of Engineering faculty, perhaps partially in a team manner. Thus, additional faculty members are not initially critical. Eventually, the library may need to acquire additional journal access to support the course.</p>										
<p>21. What is the primary goal of this course?</p> <p>The primary goal of the course is to provide students both depth and breadth relative to the key contemporary/global environmental, safety, and health issues associated with engineering and technology and both/all sides of such issues, including the need for tradeoffs and optimization. This will be facilitated through both vigorous classroom discussion and debate, and detailed review and analysis of the supporting literature.</p>										
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses: N/A</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
<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									
<p>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 or be able to do</u> as a result of this course?</p> <p>Primary Goal Outcome #1: A broad, multi-variable perspective on how environmental, safety, and health issues, constraints, and costs affect the practice and optimization of engineering and technology, and how these interact and must be balanced, compromised, and integrated.</p> <p>Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Vigorous classroom discussion of the multiple sides of the issues, involving both the Socratic Method and formal debates.</p> <p>Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Instructor and student peer assessment of the breadth and depth of the degree of perspective, evidenced by particular students' arguments and analyses.</p> <p>Primary Goal Outcome #2: The ability to identify, collect, analyze, and assimilate supporting evidence from multiple sources in formulating analyses, conclusions, and recommendations, and use of such to form thoughtful, logically sound, and persuasive arguments.</p> <p>Learning Activity: Distribution of lists of possible information sources, not only specific journal titles, but also professional societies and government agencies with multiple supporting information tools and experts in a particular topic.</p> <p>Assessment Tool: Instructor judgment of the multiplicity and appropriateness of supporting information and its use.</p> <p>Primary Goal Outcome #3: For students taking the course for <u>graduate</u> (versus undergraduate) credit, "expert" mastery of at least one topic in the course.</p> <p>Learning Activity: Assignment (with student input) of a topic of particular interest to a particular student and highly relevant to the course.</p> <p>Assessment Tool: Instructor assessment of a detailed/lengthy (> 25 pages) paper/report on the subtopic, and instructor and student peer assessment of a formal presentation on such. In some cases, particularly good papers may be submitted for journal publication and/or conference presentation.</p> <p>(Repeat if needed for additional outcomes 2 and 3.)</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.

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 5273
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). Practicum in Addiction Studies I
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. Practicum
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard
2. Is this course dual listed (undergraduate/graduate)? No
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
7. Brief course description (40 words or less) as it should appear in the bulletin. 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.

<p>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). SW 5323 Substance Abuse: Intervention and Treatment</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. On Demand</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage, Ph.D. Chair, Department of Social Work, Bturnage@astate.edu 972 3596</p>
<p>11. Proposed Starting Term/Year Fall 2009</p>
<p>12. Is this course in support of a new program? If yes, what program? Yes the Graduate Certificate in Addiction Studies</p>
<p>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? No Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>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</p>
<p>15. Justification should include: A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Students will gain direct experience by modeling techniques demonstrated by seasoned professionals that best come from direct experience. 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 provides students the opportunity to apply their course knowledge while developing application skills. C. Student population served. Graduate students in the University D. Rationale for the level of the course (lower, upper, or graduate). This material is graduate material as it exceeds what is typically covered in undergraduate courses.</p>
<p>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.) Throughout the course students are expected to demonstrate assessment skills, knowledge of various modalities of treatment along with evaluation and goal attainment directives. Application of skills acquired will begin with the assessment process and follow through to termination with a client. Week 1 Agency Introduction Week 2 Assessment Week 3 -9 Treatment Modalities, Various Individual and group (cognitive, behavior, task, group) Week 10-14 Treatment Planning and Evaluation</p>
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Complete 180 hours of direct supervised experience.</p>
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.) None</p>
<p>19. Required reading None-Internship</p>
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) None</p>

<p>21. What is the primary goal of this course? Students will gain direct experience counseling addicted clients.</p>										
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses: N/A</p> <table><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
<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									
<p>24. 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: Gain direct experience counseling addicted clients</p> <p>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 addictions through the completion of will be the completion of 180 internship contact hours, lecture, and course readings.</p> <p>Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Students will be able to write a treatment plan. Students will be able to assess a client Students will be able to conduct individual counseling. Students will be able to conduct group counseling. (Repeat if needed for additional outcomes 2 and 3.)</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.

To copy from the bulletin:

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

Course Descriptions

CORE COURSES

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW Practice II. This is the second of two required practice courses in the Foundation. 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.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics. This course will review the ethical dimensions of the mission of the profession of social work. The purpose of this course is to enable students to become sensitive and responsive to ethical issues and dilemmas at all levels of social work practice.

SW6023. Social Work Evaluation and Research. This course focuses on the development of knowledge and skills necessary to evaluate rural-based clinical practice with individuals, families, and small groups. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals. The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis. 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.

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse.

Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5292. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. 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.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 5293
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). Practicum in Addiction Studies 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, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Practicum
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard
3. Is this course dual listed (undergraduate/graduate)? No
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
7. Brief course description (40 words or less) as it should appear in the bulletin. 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.

<p>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). SW 5323 Substance Abuse: Intervention and Treatment SW 5274 Practicum in Addiction Studies I</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. On Demand</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage, Ph.D. Chair, Department of Social Work, Bturnage@astate.edu 972 3596</p>
<p>11. Proposed Starting Term/Year Spring 2009</p>
<p>12. Is this course in support of a new program? If yes, what program? Yes the Graduate Certificate in Addiction Studies</p>
<p>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.</p>
<p>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</p>
<p>15. Justification should include: A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Students will gain direct experience by modeling techniques demonstrated by seasoned professionals that best come from direct experience. 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 provides students the opportunity to apply their course knowledge while developing application skills. C. Student population served. Graduate students in the University D. Rationale for the level of the course (lower, upper, or graduate). This material is graduate material as it exceeds what is typically covered in undergraduate courses.</p>
<p>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.) Throughout the course students are expected to demonstrate assessment skills, knowledge of various modalities of treatment along with evaluation and goal attainment directives. Application of skills acquired will begin with the assessment process and follow through to termination with a client. Week 1 Agency Introduction Week 2 Assessment Week 3 -9 Treatment Modalities, Various Individual and group (cognitive, behavior, task, group) Week 10-14 Treatment Planning and Evaluation</p>
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Complete 180 hours of direct supervised experience.</p>
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.) None</p>
<p>19. Required reading None-Internship</p>
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) None</p>

<p>21. What is the primary goal of this course? Students will gain direct experience counseling addicted clients.</p>										
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses: N/A</p> <table><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
<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									
<p>25. 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: Gain direct experience counseling addicted clients.</p> <p>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 addictions through the completion of will be the completion of 180 internship contact hours, lecture, and course readings.</p> <p>Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Students will be able to write a treatment plan. Students will be able to assess a client Students will be able to conduct individual counseling. Students will be able to conduct group counseling. Students will be able to evaluate a client's progress. Students will monitor goal attainment and failure.</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.

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

CORE COURSES

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW Practice II. This is the second of two required practice courses in the Foundation. 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.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics. This course will review the ethical dimensions of the mission of the profession of social work. The purpose of this course is to enable students to become sensitive and responsive to ethical issues and dilemmas at all levels of social work practice.

SW6023. Social Work Evaluation and Research. This course focuses on the development of knowledge and skills necessary to evaluate rural-based clinical practice with individuals, families, and small groups. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals. The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives

within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis. 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.

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide

students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5292. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. 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.

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council** - Send 1 copy to mmcginis@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)
Department Chair Date	General Education Committee Chair (if applicable)
College Curriculum Committee Chair Date	Undergraduate Curriculum Council Chair
College Dean Date	Graduate Curriculum Committee Chair
Vice Chancellor for Academic Affairs	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6803
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). Full-Time Advanced Field I
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. Internship & 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 first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills.

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; bturnage@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: 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 year, students are expected to achieve the following objectives: <ol style="list-style-type: none">Community-Based Practice: To integrate a broad concept of community which includes locality, population group, or organizational unit; includes a community perspective in assessments; to view the community as the resource base for therapeutic interventions; to see the community as a major context and target for prevention strategies; and to develop a commitment to promoting social welfare and economic justice.Generalist Perspective: To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies as part of the planned change process; and to facilitate development in individuals, families, and groups and service delivery systems.Critical Thinking: To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups.Empirically-Based Practice: To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. 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 is the first field education/internship course for students completing the Advanced Standing MSW Program; this course is also mandated by the Council on Social Work Education (CSWE). C. Student population served. The population this course will serve will be Advanced Standing graduate Social Work students. 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 individuals living in Northeast Arkansas.
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.) Although the weekly outline is the same for each course each semester, the material builds from

the previous semester. Students enrolled in each field course based on their matriculation in the program. Each course is independent from the previous in reference to student enrollment.

Meeting 1	Developing a professional identity: Clinical practitioner in community-based practice
Meeting 2	Establishing a personal learning contract for the clinical year
Meeting 3	Assessment and problem identification in community-based clinical practice
Meeting 4	Goal setting and contracting with individuals
Meeting 5	Goal setting and contracting with groups
Meeting 6	Goal setting and contracting with families
Meeting 7	Documentation in community-based clinical practice
Meeting 8	Community-based practice and preventive strategies
Meeting 9	Evaluating clinical effectiveness and client progress
Meeting 10	Critical thinking in clinical social work practice
Meeting 11	Ethical dilemmas in clinical social work practice
Meeting 12	Professional boundaries and dual relationships
Meeting 13	Professional responsibilities to the community
Meeting 14	Looking to the future
Meeting 15	Termination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The assignments for this course include an Integrative Paper, Weekly Field Logs, Field Seminar Presentation, and a Learning Contract.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
No special features.

19. Required reading
MSW Field Education Manual. Arkansas: Arkansas State University.

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 for students to develop social work clinical practice skills.

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 develop rural-based clinical practice skills with micro, mezzo, and macro client systems.

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 the rural-based clinical practice skills will be the completion of 300 internship contact hours, lecture, 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 the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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

Regular Program Courses

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW 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 SW5023.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics.

SW6023. Social Work Evaluation and Research. The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals.
The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide

students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5297. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school

social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council** - Send 1 copy to mmcginis@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)
Department Chair Date	General Education Committee Chair (if applicable)
College Curriculum Committee Chair Date	Undergraduate Curriculum Council Chair
College Dean Date	Graduate Curriculum Committee Chair
Vice Chancellor for Academic Affairs	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6813
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). Full-Time Advanced Field 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, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Internship & 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 second full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills.

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; 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: 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 year, students are expected to achieve the following objectives: <ol style="list-style-type: none">Community-Based Practice: To integrate a broad concept of community which includes locality, population group, or organizational unit; includes a community perspective in assessments; to view the community as the resource base for therapeutic interventions; to see the community as a major context and target for prevention strategies; and to develop a commitment to promoting social welfare and economic justice.Generalist Perspective: To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies as part of the planned change process; and to facilitate development in individuals, families, and groups and service delivery systems.Critical Thinking: To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups.Empirically-Based Practice: To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. 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 is the second field education/internship course for students completing the Advanced Standing Full-time MSW Program; this course is also mandated by the Council on Social Work Education (CSWE). C. Student population served. The population this course will serve will be Advanced Standing graduate Social Work students. 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 individuals living in Northeast Arkansas.
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.)

Although the weekly outline is the same for each course each semester, the material builds from the previous semester. Students enrolled in each field course based on their matriculation in the program. Each course is independent from the previous in reference to student enrollment.

Meeting 1	Developing a professional identity: Clinical practitioner in community-based practice
Meeting 2	Establishing a personal learning contract for the clinical year
Meeting 3	Assessment and problem identification in community-based clinical practice
Meeting 4	Goal setting and contracting with individuals
Meeting 5	Goal setting and contracting with groups
Meeting 6	Goal setting and contracting with families
Meeting 7	Documentation in community-based clinical practice
Meeting 8	Community-based practice and preventive strategies
Meeting 9	Evaluating clinical effectiveness and client progress
Meeting 10	Critical thinking in clinical social work practice
Meeting 11	Ethical dilemmas in clinical social work practice
Meeting 12	Professional boundaries and dual relationships
Meeting 13	Professional responsibilities to the community
Meeting 14	Looking to the future
Meeting 15	Termination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
 The assignments for this course include an Integrative Paper, Weekly Field Logs, Field Seminar Presentation, Resume, Agency Paper, Values Paper, and a Learning Contract.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
 No special features.

19. Required reading
 MSW Field Education Manual. Arkansas: Arkansas State University.

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 for students to develop social work clinical practice skills.

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 develop rural-based clinical practice skills with micro, mezzo, and macro client systems.

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 the rural-based clinical practice skills will be the

completion of 300 internship contact hours, lecture, 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 the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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

Regular Program Courses

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW 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 SW5023.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics.

SW6023. Social Work Evaluation and Research. The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals.
The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice

knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5297. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school

social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council** - Send 1 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)
Department Chair Date	General Education Committee Chair (if applicable)
College Curriculum Committee Chair Date	Undergraduate Curriculum Council Chair
College Dean Date	Graduate Curriculum Committee Chair
Vice Chancellor for Academic Affairs	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6821
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). Part-Time Advanced Field I
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. Internship & 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 first part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills.

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; bturnage@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: 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 year, students are expected to achieve the following objectives: 1. Community-Based Practice: To integrate a broad concept of community which includes locality, population group, or organizational unit; includes a community perspective in assessments; to view the community as the resource base for therapeutic interventions; to see the community as a major context and target for prevention strategies; and to develop a commitment to promoting social welfare and economic justice. 2. Generalist Perspective: To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies as part of the planned change process; and to facilitate development in individuals, families, and groups and service delivery systems. 3. Critical Thinking: To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups. 4. Empirically-Based Practice: To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. 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 is the first field education/internship course for students completing the Advanced Standing Part-time MSW Program; this course is also mandated by the Council on Social Work Education (CSWE). C. Student population served. The population this course will serve will be Advanced Standing graduate Social Work students. 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 individuals living in Northeast Arkansas.
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.)

Although the weekly outline is the same for each course each semester, the material builds from the previous semester. Students enrolled in each field course based on their matriculation in the program. Each course is independent from the previous in reference to student enrollment.

Meeting 1	Developing a professional identity: Clinical practitioner in community-based practice
Meeting 2	Establishing a personal learning contract for the clinical year
Meeting 3	Assessment and problem identification in community-based clinical practice
Meeting 4	Goal setting and contracting with individuals
Meeting 5	Goal setting and contracting with groups
Meeting 6	Goal setting and contracting with families
Meeting 7	Documentation in community-based clinical practice
Meeting 8	Community-based practice and preventive strategies
Meeting 9	Evaluating clinical effectiveness and client progress
Meeting 10	Critical thinking in clinical social work practice
Meeting 11	Ethical dilemmas in clinical social work practice
Meeting 12	Professional boundaries and dual relationships
Meeting 13	Professional responsibilities to the community
Meeting 14	Looking to the future
Meeting 15	Termination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The assignments for this course include a Weekly Field Logs, Field Seminar Presentation, Time Sheet, and a Learning Contract.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
No special features.

19. Required reading
MSW Field Education Manual. Arkansas: Arkansas State University.

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 for students to develop social work clinical practice skills.

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 develop rural-based clinical practice skills with micro, mezzo, and macro client systems.

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 the rural-based clinical practice skills will be the

completion of 100 internship contact hours, lecture, 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 the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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

Regular Program Courses

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW 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 SW5023.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics.

SW6023. Social Work Evaluation and Research. The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals.
The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice

knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5297. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school

social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council** - Send 1 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)
Department Chair Date	General Education Committee Chair (if applicable)
College Curriculum Committee Chair Date	Undergraduate Curriculum Council Chair
College Dean Date	Graduate Curriculum Committee Chair
Vice Chancellor for Academic Affairs	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6822
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). Part-Time Advanced Field 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, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Internship & 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 second part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills.

<p>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</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring</p>
<p>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</p>
<p>11. Proposed Starting Term/Year Spring 2010</p>
<p>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.</p>
<p>13. Does this course replace a course being deleted? No</p> <p style="padding-left: 40px;">b. If yes, what course?</p> <p style="padding-left: 40px;">c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>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.</p>
<p>15. Justification should include:</p> <p>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 year, students are expected to achieve the following objectives:</p> <ol style="list-style-type: none"> 1. Community-Based Practice: To integrate a broad concept of community which includes locality, population group, or organizational unit; includes a community perspective in assessments; to view the community as the resource base for therapeutic interventions; to see the community as a major context and target for prevention strategies; and to develop a commitment to promoting social welfare and economic justice. 2. Generalist Perspective: To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies as part of the planned change process; and to facilitate development in individuals, families, and groups and service delivery systems. 3. Critical Thinking: To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups. 4. Empirically-Based Practice: To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. <p>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 is the first field education/internship course for students completing the Advanced Standing Part-time MSW Program; this course is also mandated by the Council on Social Work Education (CSWE).</p> <p>C. Student population served. The population this course will serve will be Advanced Standing graduate Social Work students.</p> <p>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 individuals living in Northeast Arkansas.</p>
<p>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.)</p>

Although the weekly outline is the same for each course each semester, the material builds from the previous semester. Students enrolled in each field course based on their matriculation in the program. Each course is independent from the previous in reference to student enrollment.

Meeting 1	Developing a professional identity: Clinical practitioner in community-based practice
Meeting 2	Establishing a personal learning contract for the clinical year
Meeting 3	Assessment and problem identification in community-based clinical practice
Meeting 4	Goal setting and contracting with individuals
Meeting 5	Goal setting and contracting with groups
Meeting 6	Goal setting and contracting with families
Meeting 7	Documentation in community-based clinical practice
Meeting 8	Community-based practice and preventive strategies
Meeting 9	Evaluating clinical effectiveness and client progress
Meeting 10	Critical thinking in clinical social work practice
Meeting 11	Ethical dilemmas in clinical social work practice
Meeting 12	Professional boundaries and dual relationships
Meeting 13	Professional responsibilities to the community
Meeting 14	Looking to the future
Meeting 15	Termination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The assignments for this course include Weekly Field Logs, Field Seminar Presentation, Time Sheet, and a Learning Contract.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
No special features.

19. Required reading
MSW Field Education Manual. Arkansas: Arkansas State University.

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 for students to develop social work clinical practice skills.

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 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 with micro, mezzo, and macro client systems.

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 the rural-based clinical practice skills will be the

completion of 100 internship contact hours, lecture, 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 the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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

Regular Program Courses

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW 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 SW5023.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics.

SW6023. Social Work Evaluation and Research. The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals.
The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice

knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5297. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school

social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

Graduate Council - Send 1 copy to mmcinnis@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)

Department Chair
Date

General Education Committee Chair (if applicable)

College Curriculum Committee Chair
Date

Undergraduate Curriculum Council Chair

College Dean
Date

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

SW 6831

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).

Part-Time Advanced Field III

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.

Internship & 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 third part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills.

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; bturnage@astate.edu ; 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, 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: 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 year, students are expected to achieve the following objectives: <ol style="list-style-type: none">Community-Based Practice: To integrate a broad concept of community which includes locality, population group, or organizational unit; includes a community perspective in assessments; to view the community as the resource base for therapeutic interventions; to see the community as a major context and target for prevention strategies; and to develop a commitment to promoting social welfare and economic justice.Generalist Perspective: To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies as part of the planned change process; and to facilitate development in individuals, families, and groups and service delivery systems.Critical Thinking: To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups.Empirically-Based Practice: To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. 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 is the third field education/internship course for students completing the Advanced Standing Part-time MSW Program; this course is also mandated by the Council on Social Work Education (CSWE). C. Student population served. The population this course will serve will be Advanced Standing graduate Social Work students. 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 individuals living in Northeast Arkansas.
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.)

Although the weekly outline is the same for each course each semester, the material builds from the previous semester. Students enrolled in each field course based on their matriculation in the program. Each course is independent from the previous in reference to student enrollment.

Meeting 1	Developing a professional identity: Clinical practitioner in community-based practice
Meeting 2	Establishing a personal learning contract for the clinical year
Meeting 3	Assessment and problem identification in community-based clinical practice
Meeting 4	Goal setting and contracting with individuals
Meeting 5	Goal setting and contracting with groups
Meeting 6	Goal setting and contracting with families
Meeting 7	Documentation in community-based clinical practice
Meeting 8	Community-based practice and preventive strategies
Meeting 9	Evaluating clinical effectiveness and client progress
Meeting 10	Critical thinking in clinical social work practice
Meeting 11	Ethical dilemmas in clinical social work practice
Meeting 12	Professional boundaries and dual relationships
Meeting 13	Professional responsibilities to the community
Meeting 14	Looking to the future
Meeting 15	Termination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The assignments for this course include Weekly Field Logs, Values Paper, Time Sheet, and a Learning Contract.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
No special features.

19. Required reading
MSW Field Education Manual. Arkansas: Arkansas State University.

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 for students to develop social work clinical practice skills.

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 with micro, mezzo, and macro client systems.

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 the rural-based clinical practice skills will be the completion of 100 internship contact hours, lecture, 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 the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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:

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

Course Descriptions

Regular Program Courses

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW 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 SW5023.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics.

SW6023. Social Work Evaluation and Research. The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals.
The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide

students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5297. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school

social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

Department Chair
Date

General Education Committee Chair (if applicable)

College Curriculum Committee Chair
Date

Undergraduate Curriculum Council Chair

College Dean
Date

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6832</p>
<p>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). Part-Time Advanced Field IV</p>
<p>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. Internship & Lecture</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)? Graduate Listed Only</p>
<p>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</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin. This fourth part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills.</p>

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; bturnage@astate.edu ; 870-972-3596
11. Proposed Starting Term/Year Spring 2011
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: 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 year, students are expected to achieve the following objectives: <ol style="list-style-type: none">Community-Based Practice: To integrate a broad concept of community which includes locality, population group, or organizational unit; includes a community perspective in assessments; to view the community as the resource base for therapeutic interventions; to see the community as a major context and target for prevention strategies; and to develop a commitment to promoting social welfare and economic justice.Generalist Perspective: To integrate an understanding of the interrelationship between micro, mezzo, and macro issues; to employ treatment and social action strategies as part of the planned change process; and to facilitate development in individuals, families, and groups and service delivery systems.Critical Thinking: To demonstrate an ability to utilize analytical skills to review and critique practice models and interventions used with individuals, families, and groups.Empirically-Based Practice: To incorporate research findings into the selection of interventive processes and to routinely employ systematic methods of data collection to measure intervention effectiveness. 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 is the fourth field education/internship course for students completing the Advanced Standing Part-time MSW Program; this course is also mandated by the Council on Social Work Education (CSWE). C. Student population served. The population this course will serve will be Advanced Standing graduate Social Work students. 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 individuals living in Northeast Arkansas.
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.)

Although the weekly outline is the same for each course each semester, the material builds from the previous semester. Students enrolled in each field course based on their matriculation in the program. Each course is independent from the previous in reference to student enrollment.

Meeting 1	Developing a professional identity: Clinical practitioner in community-based practice
Meeting 2	Establishing a personal learning contract for the clinical year
Meeting 3	Assessment and problem identification in community-based clinical practice
Meeting 4	Goal setting and contracting with individuals
Meeting 5	Goal setting and contracting with groups
Meeting 6	Goal setting and contracting with families
Meeting 7	Documentation in community-based clinical practice
Meeting 8	Community-based practice and preventive strategies
Meeting 9	Evaluating clinical effectiveness and client progress
Meeting 10	Critical thinking in clinical social work practice
Meeting 11	Ethical dilemmas in clinical social work practice
Meeting 12	Professional boundaries and dual relationships
Meeting 13	Professional responsibilities to the community
Meeting 14	Looking to the future
Meeting 15	Termination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The assignments for this course include Weekly Field Logs, Values Paper, Time Sheet, Integrative Paper, Agency Paper, Resume, and a Learning Contract.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
No special features.

19. Required reading
MSW Field Education Manual. Arkansas: Arkansas State University.

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 for students to develop social work clinical practice skills.

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 |

31. 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 with micro, mezzo, and macro client systems.

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 the rural-based clinical practice skills will be the completion of 200 internship contact hours, lecture, 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 the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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:

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

Course Descriptions

Regular Program Courses

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.

SW 5013. Human Behavior and the Social Environment II. This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

SW5023. Foundations of SW 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's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

SW5043. Foundations of SW 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 SW5023.

SW5053. Social Welfare Policy and 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 evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

SW5063. Social Justice and Diversity. Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

SW5803 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.

SW5813 Full-Time Foundation Field II. This second full-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. Prerequisite: SW5803.

SW5802 Part-Time Foundation Field I. This first 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.

SW5811 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. Prerequisites: SW 5802.

SW5812 Part-Time Foundation Field III. This third 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. Prerequisites: SW 5811.

Advanced Program Courses

SW6003. Psychosocial Pathology for Social Work Practice. This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

SW6013. Social Work Ethics.

SW6023. Social Work Evaluation and Research. The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

SW6033. Social Work Practice with Individuals.
The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

SW6043. Social Work Practice with Families. This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

SW6053. Social Work Practice with Groups.

SW6063. Social Welfare Policy Analysis

SW6073. Integrative Research Project. This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

SW6803 Full-Time Advanced Field I. This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6913 Full-Time Advanced Field II. This second full-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

SW6801 Part-Time Advanced Field I. This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

SW6802 Part-Time Advanced Field II. This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

SW6811 Part-Time Advanced Field III. This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

SW6812 Part-Time Advanced Field IV. This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice

knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

Elective Courses

SW5203. Introduction to Domestic Violence Theory and Intervention. This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

SW5213. Crisis Intervention. This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

SW5223. Rural Social Work Practice. 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. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

SW 5274. Practicum in Addiction Studies I. One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

SW 5292. Practicum in Addiction Studies II. Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

SW5323. Substance Abuse: Intervention and Treatment. This course is designed to

SW5343. Child Abuse and Neglect. This course is designed to

SW5353. Mediation in Social Work.

SW5363. Social Work Practice in Schools. The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school

social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

SW6203. Clinical Supervision.

SW 6313. Spirituality in Clinical Practice. This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

SW6323. Clinical Interventions with Substance Abuse. This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

SW6343. Clinical Interventions with Children. This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

--

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, Dr Phyllis E. Pobst	COPE Chair (if applicable)	I
Department Chair, Dr Pamela Hronek	General Education Committee Chair (if applicable)	I
College Curriculum Committee Chair, Dr Phyllis E. Pobst	Undergraduate Curriculum Council Chair	I
College Dean, Dr Gloria Gibson	Graduate Curriculum Committee Chair	I
	Vice Chancellor for Academic Affairs	I

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</p> <p>HIST 5483</p>
<p>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).</p> <p>History of Sexuality in America (History Sexuality in America)</p>
<p>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.</p> <p>Lecture</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)?</p> <p>Yes: HIST 4483</p>
<p>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.)</p>

No
7. Brief course description (40 words or less) as it should appear in the bulletin. Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.
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). No prerequisites, no restrictions
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall, odd
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Joseph Key, Dept. of History, Wilson Hall 112, jkey@astate.edu , 972-3046
11. Proposed Starting Term/Year Fall 2009
12. Is this course in support of a new program? If yes, what program? This course will be included in the undergraduate minor in Human Sexuality, when it is proposed.
13. Does this course replace a course being deleted? No b. If yes, what course? N/a c. Has this course number been used in the past? No
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
15. Justification should include: A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Sex is fundamental. Every society is founded upon sexual behavior and control, of which the institution of marriage is the most public and obvious (but not the only) example. To be complete, the history of a culture and nation must include the history of sexual attitudes, behavior and controls. In this course, graduate students will be introduced to modern scholarship and primary

resources for the history of sexuality in the United States, broadly conceived, including love, courtship, marriage, intimacy, and sexual orientation, as well as the roles of gender, race and class. They will hone their intellectual skills of research, analysis and synthesis through group and individual projects based upon that scholarship and those resources. They will present what they have learned in essays which demonstrate sound research and reasoning, and competent writing.

- 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 help students to develop an “understanding and appreciation of the past and the forces that shaped it,” and to polish the intellectual skills of historians and citizens (see Department of History web site). It will help to “promote an understanding and appreciation of diversity...and the ways it can contribute to the enrichment of society,” as the mission of the College of Humanities and Social Sciences promises.

- C. **Student population served.**

The course is intended for graduate students, primarily those in the MA in History and MSE in Social Sciences programs.

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

The course will require developed skills in research, analysis and writing, and is appropriate for graduate students.

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, Introduction to the history of sexuality

Week 2, Regulating sexuality in colonial and revolutionary America

Week 3, Group project on colonial and revolutionary sexuality

Week 4, “Civilized Morality” in the 19th century

Week 5, Group project on readings from Lefkowitz (see box 19); **first essay due**

Week 6, Toward a “New Sexual Order”

Week 7, Group project on the House Committee on Current Pornographic Materials, 1952

Week 8, Race and sexuality in the 19th century

Week 9, Group project on miscegenation and the law; **2nd essay due**

Week 10, Sexual revolutions

Week 11, Reactions to the revolutions; **3rd essay due**

Week 12, “The Party’s Over”

Week 13, Group project on Maupin readings (see box 19)

Week 14, Fall break, reading assignment

Week 15, Concluding discussions; **4th essay due**

Final exam

<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)</p>								
<p>Students will be assigned to groups, in which they will work together on projects to be presented at five points during the semester. For graduate students, the group projects will be worth 10% of the course grade. Another 70% of the graduate students' grade will be divided equally among the four essays which are due throughout the semester. The essays will be based upon research in assigned material (both primary and secondary sources), and will be limited to 5 pages, plus complete documentation (notes) in the style traditional for historians. Each essay is due in class on the day appointed, and lateness will be penalized.</p>								
<p>Graduate students will be given two exam questions, similar to those which are set for the master's degree comprehensive examinations. As part of the final exam, each of them will choose to answer one question or the other. The final exam is worth 20% of the course grade.</p>								
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.)</p>								
<p>None</p>								
<p>19. Required reading</p>								
<p>Bailey, Beth. <i>Sex in the Heartland</i>. Cambridge: Harvard University Press, 1999. D'Emilio, John, and Estelle Freedman. <i>Intimate Matters: a History of Sexuality in America</i>, 2nd edition. Chicago: University of Chicago Press, 1997. Maupin, Armistead. <i>Tales of the City</i>. New York: HarperCollins, 1989. Lefkowitz, Helen Horowitz. <i>Attitudes Toward Sex in Antebellum America</i>. Boston: Bedford/St Martin's Press, 2006. Robinson, Charles F., III. <i>Dangerous Liaisons: Sex and Love in the Segregated South</i>. Fayetteville: University of Arkansas Press, 2003.</p>								
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)</p>								
<p>No additional faculty, staff or resources will be needed. The department can handle this course within its usual rotation.</p>								
<p>21. What is the primary goal of this course?</p>								
<p>Students will be able to analyze modern scholarship and primary resources for the history of sexuality in the United States.</p>								
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses:</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> </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"/> 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							

Using science to accomplish common goals

Providing foundations necessary to achieve health and wellness

32. 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: To analyze modern scholarship and primary resources for the history of sexuality in America.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will practice the skill of analysis by reading assigned materials and discussing them in groups and with the whole class.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will write essays which demonstrate sound research and reasoning.

(from the GRADUATE BULLETIN 2007-2008, online:)

United States History

- HIST 5413 Colonial North America** Colonial development from Jamestown through the American Revolution.
- HIST 5423 Foundations of the American Republic, 1783-1850** A study of the major political and social developments between the Revolution and the Civil War.
- HIST 5453 United States Civil War and Reconstruction** An intensive study of the Civil War period and the resulting problems of Reconstruction.
- HIST 5463 U.S. Gilded Age/Progressive Era** Explores the dramatic economic, social, and political upheavals of 1880-1917.
- HIST 5473 U.S. Southern Women's History** Examines the history and changing status of women in the U.S. South from the 1400s to the present.
- HIST 5483 History of Sexuality in America** Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.
- HIST 6283 Special Topics in American History: (subtitle varies)** (May be repeated for credit with different subtitle).
- HIST 6333 Seminar in Arkansas Studies** Intensive research seminar covering various aspects of Arkansas history.
- HIST 6403 Studies in African-American History: (subtitle varies)** This course will focus on the reading, analysis, and research of primary sources dealing with the African-American experience. (May be repeated for credit with different subtitle.)