New Course Request

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [x] Professional credit [ ]

1. School/Division Social Work 2. Academic Subject Code SWK

3. Course Number 505 (must be cleared with University Enrollment Services) 4. Instructor WEBB

5. Course Title Social Policy Analysis and Practice

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2003

7. Credit Hours: Fixed at 3 or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes [x] No [ ]

9. Is variable title approval being requested? Yes [ ] No [x]

10. Course description (not to exceed 50 words) for Bulletin publication: This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery, and policy implementation. Effects of these on people are considered from global, political, economic, and social policy perspectives.

11. Lecture Contact Hours: Fixed at 45 or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

13. Estimated enrollment: 30 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Once a year. Will this course be required for majors? [x] Yes [ ] No

15. Justification for new course: The System School changed its curriculum

16. Are the necessary reading materials currently available in the appropriate library? Yes [x] No [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Dr. Paul J. Newcomb Date 9-13-04
Department Chairman/Division Director

Approved by:

Dean Date

Chancellor/Vice-President Date

University Enrollment Services

Dean of Graduate School (when required) Date

R. C. Chan, Senate Cur. Comm. 9/12/04

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
S433 Generalist Social Work Practice III: Theory and Skills (3 cr.) P: all junior-level social work courses. C: S400, S472, and S482. Development of the ability to work differentially with selected situations and varied system sizes. Students learn to identify client's needs as the primary factor influencing the choice of intervention. Special consideration is given to working with groups and communities. The impact of emerging technologies and globalization on individuals, communities, and organizations is explored.

S442 Practice-Policy Seminar in Fields of Practice (2 courses required) (3 cr.) P: S433, S472, and S482. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities.

S472 Practice Evaluation (3 cr.) P: S371 and all other junior-level social work courses. C: S433 and S482. Develops the knowledge and skills necessary for students to evaluate their own practice with individuals, groups, communities, and organizations. The use of selected software is explored.

S482 Social Work Practicum II (5 cr.) P: all junior-level social work courses. C: S433 and S472. Guided field practice experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students are to practice in a human service organization for a minimum of 220 clock hours.

S490 Independent Study (1-6 cr.) P: permission of instructor. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

M.S.W. Courses (graduate standing is required)

S500 Professional Social Work at the Master's Level: An Immersion (3 cr.) This foundation course provides an overview of social work, including the definition, scope, history, ethics and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general, and the M.S.W. program, in particular, all within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the M.S.W. program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their M.S.W. education as well as develop a commitment to lifelong learning as a part of professional practice.

S502 Research I (3 cr.) This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed on knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias.

S503 Human Behavior in the Social Environment I (3 cr.) This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the lifespan is included. Students learn to analyze critically micro and macro theories and explore ways in which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well-being and social and economic justice.

S504 Professional Practice Skills I (3 cr.) This foundation practice course focuses on basic generalist theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate the competent use of the following skills: attending, establishing rapport, reflecting, summarizing, exploring, questioning, confronting, and establishing clear well-formed goals. In this course students will have opportunities to continue learning about themselves and will examine their personal values and any conflict between personal and professional values so the professional practice standards can be upheld.

S505 Social Policy Analysis and Practice (3 cr.) This foundation policy course will focus on using several policy analysis frameworks to analyze current social policies and programs both at the state and federal levels and to develop policies that increase social and economic justice. Students will be expected to develop a range of policy practice skills to influence policy development within legislative, administrative, community, political, and economic arenas.

S513 Human Behavior and the Social Environment II (3 cr.) This course builds upon S503 and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected.

S514 Practice with Individuals and Families I (3 cr.) This course builds on the practice theories, principles, and skills introduced in S504 to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The transtheoretical model of change will be presented, and students will develop skills which will empower individuals and families to engage in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, class, race, and ethnicity.

S515 Social Policy and Services II (3 cr.) A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

S516 Practice with Organizations, Communities, and Societies II (3 cr.) This course is concerned with helping communities and other social units to empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques.

S553 Social Work Practicum I (5 cr.) The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing and exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross-cultural competencies.

S603 Practice Research Integrative Seminar I (3 cr.) This course further builds the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers’ needs and clients’ race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethnicity research.

S612 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.) This course is designed to provide practice skills for students working with children and families impacted by abuse, neglect or family violence. The course is designed to cover the scope, causes, and consequences of child physical, emotional, and sexual abuse and neglect and applications of this knowledge in a wide range of settings that deal with children and families as well as formal child protection services. Students will learn about the dynamics and indicators of maltreatment etiology of child abuse and neglect, assessing risk, the