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: 514 (must be cleared with University Enrollment Services)
4. Instructor: Hackworth

5. Course Title: Practice with Individuals and Families

Recommended Abbreviation (Optional)

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 x No

10. Course description (not to exceed 50 words) for Bulletin publication:

   This course builds on the practice theories, principles, and skills introduced in the professional practice skills course. It is designed to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized.

11. Lecture Contact Hours: Fixed at 4.5 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

15. Justification for new course: The system school has changed its curriculum

16. Are the necessary reading materials currently available in the appropriate library? Yes

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 F. Newbold  Date 9-13-04
Department Chairman/Division Director

Approved by:

_________________________ Date __________________
Dean

_________________________ Date __________________
Chancellor/Vice-President

_________________________ Date __________________
University Enrollment Services

Dean of Graduate School (when required)

_________________________ Date __________________

University Enrollment Services Final—White: Chancellor/Vice-President—Blue: School/Division—Yellow:
Department/Division—Pink; University Enrollment Services Advance—White

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

S506 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 (1 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 environment. 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 ways in which social systems promote or deter human well-being and social and economic justice.

S504 Professional Practice Skills I (1 cr.) This foundation practice course focuses on basic professional 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 competence in the following skills: attending, establishing rapport, reflecting, summarizing, eliciting, questioning, contracting, and establishing clear work 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 and practice policy 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 upon 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 transactive 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.

S555 Social Work Practicum I (3 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 field liaison oversees the practicum to ensure that curricular 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, the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, 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/exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross-cultural competencies.

S623 Research Integrative Seminar I (3 cr.) This course furthers the knowledge, skills, and values students acquire 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 ethical research.

S612 Child Welfare Practice & 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