New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit☑ Graduate credit☑ Professional credit☐

1. School/Division Social Work

2. Academic Subject Code Swf

3. Course Number 515 (must be cleared with University Enrollment Services)

4. Instructor Newcomb

5. Course Title Social Policy and Social Services

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces) Fall 2003

6. First time this course is to be offered (Semester/Year): Yes ☑ No ☐

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

8. Is this course to be graded S-F (only)? Yes ☑ No ☐

9. Is variable title approval being requested? Yes ☑ No ☐

10. Course description (not to exceed 50 words) for Bulletin publication: Provide intensive study of a specific field of service delivery to provide an opportunity for the practical application of learning in the specific policy area. The content of the specialized social policy course will build on the history, mission, and philosophy of the social work profession towards practice in this service delivery field.

11. Lecture Contact Hours: Fixed at 3 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: Every year Yes ☑ No ☐

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 ☑ 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 E. Newcomb Date 9-13-04

Dean of Graduate School (when required) Date

Approved by: Date

Chancellor/Vice-President

Date

University Enrollment Services

9/24/04

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 Final—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: S420, S422, and S424. Development of the ability to work differentially with selected situations and varied systems; students learn to identify clients’ needs and become the primary factors influencing the choice of intervention. Social work students are given to working with groups and communities. The impact of emerging technologies and globalization on individuals 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, addiction, 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 settings. Students are required to practice in a human service organization for a minimum of 320 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)

**S501 Professional Social Work at the Master’s Level: An Immersion (3 cr.)** This foundation course introduces the professional 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 a commitment to lifelong learning as 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 research, methodology, 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 a study of theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, and institutions. 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 (5 cr.)** This foundation course focuses on the skills and knowledge that are necessary for working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate knowledge of the following: attending, developing rapport, reflecting, summarizing, evaluating, questioning, contracting, and establishing clear relationship goals. This course students will have opportunities to continue learning about themselves and will examine their professional values and any conflicts between personal and professional values so that professional practice standards can be upheld.

**S505 Social Policy Analysis and Practice (3 cr.)** This foundation course focus on using several social 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 analysis skills to influence policy development within legislative, administrative, community, political, and economic settings.

**S513 Human Behavior and the Social Environment II (5 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 S501 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 that 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 I (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 developments.

**S516 Practice with Organizations, Communities, and Societies (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 learning experience under the direct supervision of an approved field instructor. The assigned faculty advisor 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 intern and intermediate course work of the program. Learning opportunities emphasize the values and beliefs of the profession, foster the integration of theoretical 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 in the experience of an internship. Students will also be introduced to assessment systems and the DMV's role 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.

**S603 Practice Research Integrative Seminar I (3 cr.)** This course furthers 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 subjects' needs and problems. This course offers a more in-depth examination of the relationship between research and practice and an opportunity for students to develop their own research projects and to engage in critical thinking about the results of research.