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 682 (must be cleared with University Enrollment Services)
4. Instructor Lemp
5. Course Title Assessment in Mental Health and Addictions
   Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Summer 2004
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: Recognizing the social, political, legal, and ethical implications of assessment, students will critically examine various conceptual frameworks to apply bio-psycho-socially strengths perspectives to understanding multidimensional aspects

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
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: DePaul Newcomb
Department Chairman/Division Director
Date 9-13-04

Approved by: Dean

Date

Chancellor/Vice-President
Date

University Enrollment Services

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.

UP 724
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
continuum of intervention from prevention through intervention and future planning, out-of-home placement considerations, and the issues impacting particular oppressed and underserved populations. The focus of this course will be on how to work effectively with clients to achieve the goals of safety, permanency, and well-being.

S633 Child Welfare Practice II: Working with Diverse and Transitioning Families (3 cr.) This course will focus on the experiences of children and families in the child welfare system. Content will include interventions with families through all stages of change including preparation for change, separation and loss, the changed family system, reintegration as children and adolescents transitioning into independent living. Content will include the impact of families when the natural cycle of family development is disrupted. Special consideration will be given to various family types including adoptive, foster care, kinship, extended, single-parent, multigenerational, and homosexual families. Practice content will emphasize strengths based and family-centered approaches and include knowledge and skill development to help children and families work through their family and personal crisis and grief in a timely manner to achieve permanency for children in safe and nurturing environments within 12 months after separation.

S634 Community-Based Practice with Children and Families (3 cr.) This course will examine the development of the child welfare system, including the range of prevention and intervention strategies provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. The course will explore the community as a resource and discuss strategies of collaboration and advocacy to enhance the well-being of children and families. Issues explored will include services for families and children to prevent out-of-home placement or involvement in other formal child protection/juvenile justice services, such as models of community-building, youth development, and family group conferencing/restorative justice. This course will also provide content on mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, and abuse.

S661 Executive Leadership Practice (3 cr.) This course addresses administrative management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

S662 Fiscal Management, Marketing and Resource Development (3 cr.) This course consists of two modules designed to develop core skills in fiscal management (including issues of budgeting, understanding balance sheets, audits, and theories of accounting), resource development (including fund raising, grant writing, and personnel policies), and marketing for social work leaders.

S665 Leveraging Organizations, Communities, and Political Systems (3 cr.) This course focuses on the knowledge and skills essential for understanding, analyzing, and application in organizations, communities, and political arenas. Such knowledge and skills include, but are not limited to: organizational theories, structures, and processes; examination and application of rural, urban, and virtual community models, themes, and practices; and understanding and involvement in political, social action, and social change interventions and empowerment practices.

S666 Designing Transformational Programs (3 cr.) This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models focus on collaboration, cultural competence, empowerment, and social justice. The course will address the importance of grant writing, identification of funding and other resources, and applications within a variety of social service delivery systems. It will move beyond a focus on the technology of program development to examine planning as a vehicle for designing organizational, community, and social change.

S672 Families, Theories, and Culture (3 cr.) This course is designed to enhance student ability to assess and intervene with families in a culturally sensitive way from a strengths-oriented perspective. The course examines the cultural context of families from a multidimensional perspective including race, ethnicity, age, gender, sexual orientation, religion, education, economics, and regional background. The course overview considers major theories of family intervention and discusses how students can apply family theory into practice situations.

S673 Couples and Families Interventions I (3 cr.) This course provides in-depth discussion of ways to intervene with individuals on family-of-origin issues, couples at different stages of family development, parents with children at different ages, and the family as part of a larger social context utilizing a strengths perspective.

S674 Couples and Families Interventions II (3 cr.) This course emphasizes family interventions on a variety of family challenges often seen in family agencies (such as abuse, violence, physical illness, mental illness, family life cycle disruption, etc.). The course reviews assessment and intervention strategies and how to build skills with a variety of family issues.

S682 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and technical and ethical practices to understand and intervene in multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a wide range of consumers and other professionals in developing meaningful assessment frameworks upon which to plan goals, intervention strategies, and means of evaluation.

S683 Community-Based Practice in Mental Health and Addictions (3 cr.) Students enrolled in this course examine a wide range of community-based services provided for people with severe mental illness and/or severe addictions problems. Special attention is given to strength-based, evidence-based services. Content includes community-based services in areas of care management, employment, housing, management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competence, organizational and financial factors, and other relevant policy and practice issues.

S685 Mental Health and Addictions Practice with Individuals and Families (3 cr.) Students enrolled in this course develop knowledge, values, and skills to understand the application of selected evidence-based best practice approaches for service for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of effectiveness and apply knowledge in communication, strengths discovery, assessment, intervention, hypothesis formation, coordination, intervention, and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issue.

S686 Social Work Practice: Addictions (3 cr.) The purpose of this course is to provide students with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the values, knowledge, and skills characteristic of addictions practice. The course assists students to develop a multidimensional understanding of prevention, intervention, and treatment needs of diverse populations and associated social work practice principles, methods, and skills. Students explore the relationships between and among addiction and co-occurring disorders, social work practice, and the social work role.