New Course Request

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

1. School/Division: Social Work
2. Academic Subject Code: SWK
3. Course Number: 686 (must be cleared with University Enrollment Services)
4. Instructor: Newcombs
5. Course Title: Social Work Practice with Addictions

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

6. First time this course is to be offered (Semester/Year): Spring 2004

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: The purpose of this course is to provide learners with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Consistent with strengths perspectives, students will consider the impact of social environments on physical settings, community contexts, and cultural realities that support or inhibit the emergence of addiction problems.

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: Every 0 Years

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 an 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 Newcombs
Date: 9/13/04

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by:

Date __________

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 Transitions 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 of children into a family, and adolescents transitioning into independent living. Content will include the impact on families when the natural cycle of family development is disrupted. Special considerations 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 family-centered approaches and include knowledge and skill development to help children and families work through their family and personal crisis and 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 and implementation of a wide 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 of children to prevent out-of-home placement or involvement in 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 three 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 settings. 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 center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends 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. It examines the cultural context of families from a multidimensional perspective including race, ethnicity, gender, sexual orientation, religious, educational, economic, and regional background. This course outlines the 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 (substance 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.

S683 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 apply bio-psychosocial and strengths perspectives to understand its 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 several 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 diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

S685 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 addiction problems. Special attention is given to strength-based, client-driven, and evidence-based practice models. Content includes community-based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of strengths-oriented and evidence-based community-based services such as social skills and legal issues, quality and continuity of care, cultural competence, organizational and financial factors, and other relevant policy and practice issues.

S689 Mental Health and Addictions Practice with Individuals and Families (3 cr.) Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent 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 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 practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, 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 learners 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 value-added 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 among addiction and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community...