

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: SOCIAL WORK

Alpha Designator/Number: 551

☒ Graded ☐ CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF FIELD PRACTICUM

Alpha Designator/Number: ^{SWK} 5 5 1

Title Abbreviation: F O U N D O F F I E L D P R A C T I C U M

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THIS COURSE IS PART OF THE FIELD PRACTICUM EXPERIENCE WHERE STUDENTS ARE SUPERVISED IN A SOCIAL WELFARE AGENCY FOR 400 CLOCK HOURS. BUILDING ON FOUNDATION PRACTICE SKILLS, STUDENTS WILL APPLY KNOWLEDGE, VALUES, AND SKILLS TO THE GENERALIST PRACTICE EXPERIENCE UNDER THE SUPERVISION OF A LICENSED SOCIAL WORKER

Co-requisite(s): NONE

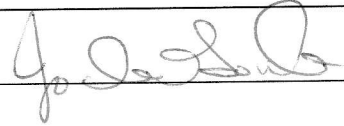

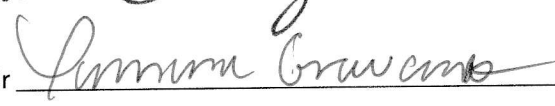
First Term to be Offered: FALL 2016

Prerequisite(s): ^{SWK} 501 & 511

Credit Hours: 6

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>3/25/15</u>
Registrar  440701	Date <u>3/26/15</u>
College Curriculum Chair 	Date <u>4/8/15</u>
Graduate Council Chair _____	Date _____

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1.FACULTY: Identify by name the faculty in your department/division who may teach this course.

Future faculty and such as the Dean and Program Director shall designate

2.DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3.REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4.AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5.ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

- Demonstrate integrity, honesty and an ability to communicate the principles of the profession. (Competency 2A)
- Employ values clarification as a process regarding use of self in their profession (Competency 2 A)
- Recognize personal values assumptions and biases and not impose those views on clients (Competency 2 A; B)
- Illustrate effective use of social work supervision (Competency 2C)
- Recognize competing ethics and utilize decision making steps to address ethical dilemmas Competency (2D)
- Describe the unique roles and Services that social workers provide (Competency 2D)
- Be responsive to personal feelings, behavior and thoughts and understand how these can impact professional action which may contribute to social and economic justice (Competency 2D; E)
- Demonstrate the use of critical thinking skills in their approach to psychosocial assessment and intervention (Competency 3A;B)
- Utilize the planned change model (GIM) when working with client system (Competency 3 B)
- Utilize a wide range of recording formats to document case (client) activity which is appropriate and clearly articulated (Competency 3 C)
- Employ effective oral and written language skills to their professional communications

(Competency 3 C)

- Utilize a wide range of recording formats to document case (client activity which is appropriate and clearly articulated (Competency 3C)
- Apply practice models and change strategies used by social workers (Competency 9A)
- Identify opportunities and implement strategies to advocate for clients (Competency 9B)

7. COURSE OUTLINE (May be submitted as a separate document)

<p>Week 1</p> <p>Review of the course expectations and syllabus. Lecture related to generalist practice and work with individuals and families. Being empathic, being open, being real, having high internality, being an experiencer of life, having good emotional health being an alliance builder, being competent.</p> <p>Practice: <u>Rating characteristics</u>, Are you empathic? How open are you? Keeping secrets Locus of control and Locus of Responsibility, Allowing yourself to experience ways of attaining and maintaining emotional health Building alliances with others Competence, rating personal characteristics will be discussed.</p>
<p>Week 2</p> <p>Engagement and assessment (process) Greeting the client; orienting the client to the helping process; discussing Agency Services and client expectations.</p> <p>Practice: Practice: pre-interview process, reality versus ideal skills and attitudes Demonstrating attending skills</p>
<p>Week 3</p> <p>Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.</p>
<p>Week 4</p> <p>Child maltreatment, Crisis Intervention, Practice with Populations-at-Risk and Alcohol and other substance abuse and other issues will be discussed</p>
<p>Week 5</p> <p>Practice Develop baseline data on level of client functioning.</p> <p>Review Process Recordings.</p> <p>Helper centered skills asking appropriate questions, contrasting open and closed questions with empathic responding conducting a structured interview asking effective questions.</p>
<p>Week 6</p> <p>Review baseline data, has intervention worked (determine measurement tool to be utilized for evaluation of effectiveness of practice.</p> <p>Explore address and practice termination session.</p> <p>Follow-up small group discussion regarding reasons for follow-up.</p>
<p>Week 7</p> <p>Family Assessment; Family conflicts, problems, and their resolutions; enhancing cultural competency.</p> <p>Practice: Genograms, eco-maps- sociograms</p>

Week8

Family treatment and the planned change process.
Strategizing for family intervention Implementation
of family intervention Evaluation, Termination, and
follow-up Practice Discuss Process Recordings.

Week 9

NASW Code of Ethics; conceptualizing and
Addressing and ethical dilemma, ranking ethical
principles; discussion and resolution of ethical
dilemmas.
Practice: Vignette

Week 10

Gender sensitivity; women and the generalist intervention
model A feminist perspective on micro, mezzo, and
macro aspects of generalist practice; a definition of
feminism; The feminization of poverty empowering
women: common problems.
The ethically Astute Cross-Cultural Helper Counseling
Gay men and Lesbians, counseling individuals from
different ethnic and racial groups, counseling individuals
from diverse religious backgrounds.
Practice: Ethnographic interviewing.

Week 11

Cross-cultural simulation in class (Bafa/Bafa)

Week 12

Definition of brokering; the effective broker; case
management.
Practice: Discussion of purchase of service agencies.

Week 13

The importance of writing in social work; What is a
record; Recording formats; technological advances;
Writing skills and Recording.
Practice: Develop "Dummy folder"

Week 14

Evaluation of practice skills
Self-review and provide feed-back review from partner,
and class.

Week 15

Examining the parallel processes in the termination and
evaluation phase, including class, field placement and
faculty.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Kirst-Ashman, Karen K., & Hull, Grafton H., (2009). *Understanding Generalist Practice* (5th ed.). Chicago, IL: Nelson Hall.

Neukrug, Ed. (2006). Skills and techniques for human service professionals: Counseling environment, helping skills, treatment issues. Pacific Grove CA: Brooks/Cole.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

The individual and family sequence is taught in an experiential mode to enable the student to learn first-hand the dynamics involved in working with various populations. A variety of structured exercises and lectures are used to introduce theory, and to provide a basis upon which students begin interacting with their client population. Students are encouraged to take responsibility for their own learning needs, and to provide the instructor with feedback regarding these needs.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Biopsychosocial assessment

Final exam

On line assignment

Process Recording Video Recording

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

None

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Benjamin, A. (2001). *The helping interview* (4th ed). Boston: Houghton Mifflin Company.
Boston: Allyn & Bacon.

Bramer, L.M., & MacDonald, G. (1998). *The helping relationship* (8th ed.). Boston: Brill, N. I. & Levine, J. (2005).
Working with people: The helping process (8th ed). New York: Longman.

Compton, B. R., Galaway, B. & Cournoyer, B. (2004). *Social work process* (7th ed). Pacific Grove,

Compton, B.R. & Galway, B. (1994). *Social work process*. Pacific Grove CA: Brooks/Cole. *content, (7th ed.)*. Pacific Grove, CA: Brooks/Cole.

Corey, Gerald, Corey, Maryanne, & Callanan Patrick. (2003). *Issues and ethics in the helping*

Corey, Marianne, & Corey Gerald (2003). *Becoming a Helper*. (4th ed.). Pacific Grove, CA: Brooks/Cole.

Cournoyer, B. R. (2007) *Social work skills workbook (with infotrac)* (5th ed). Belmont, California: Wadsworth.

Deweese, M. P. Berg-Weger, M. & Birkenmaier, J. (2011). *Contemporary social work practice*
(2nd ed). London: Routledge.

Dolgoff, R., Lowenburg, F. M. & Harrington, D. (2008). *Ethical decisions for social work practice* (8th ed).

DuBois, B. L. & Miley, K. K., (2007). *Social work: An empowering profession* (6th ed).

Boston: Allyn & Bacon.

Egan, Gerard (2002). *The skilled helper: A problem-management and opportunity-development*

Gambrill, C. (2006). *Social work practice: A critical thinker's guide* (2nd ed). New York: Oxford University Press.

Ginsberg, L. H. (2000). *Careers in social work* (2nd ed). Needham Heights, Massachusetts: Allyn & Bacon.

Goldstein, H. Getting started where the client is *Social Casework*, 64(5), 267-275.

Grobman, L.M. (Ed.) (2002). *The field placement survival guide: What you need to know to get the most from your social work practicum (Best of the New Social Worker, 2)*. Harrisburg, Pennsylvania: White Hat

Communications.

Grobman, L.M. (Ed.) (2005). *Days in the lives of social workers: 54 professionals tell "Real-Life" stories from social work practice (5th ed).* Harrisburg, Pennsylvania: White Hat Communications.

Grobman, L.M. (Ed.) (2005). *More days in the lives of social workers: 35 "Real-Life" stories of advocacy, outreach, and other intriguing roles in social work practice.* Harrisburg, Pennsylvania: White Hat Communications. Grove CA: Brooks/Cole.

Haynes, K.S. & Holmes, K.A. (1994). *Invitation to social work.* New York: Longman.

Hepworth, D. H., Rooney, R. H., Larsen, J. A. & Strom-Gottfried, K. (2009). *Direct social work practice: Theory and skills (8th ed).* Pacific Grove California: Brooks/Cole Publishing.

Hoffman, K.S. & Salee, A.L. (1994). *Social work practice: Bridges to change.* Boston: Allyn & IL:F.E. Peacock.

Kemp, S. Whittaker, J. k., & Tracy, E. M (1997). *Person-environment practice.* New York:

Kirst-Ashman, K. K. & Hull, G. H. (2005). *Generalist practice with organizations and communities (3rd ed).* Chicago: Nelson-Hall.

Kirst-Ashman, K. K. & Hull, G. H. (2009). *Understanding generalist practice (5th ed).* Pacific Grove, CA:

LeCroy, C. W. (2002). *The call to social work: Life stories.* London: Sage Publications.

LeCroy, C.W. (1992). *Case studies in social work practice.* Belmont, CA: Wadsworth.

Lowenberg, F.M. & Dolgoff, R. (2000). *Ethical decisions for social work practice.* (6th ed.).

Lum, D. (2002). *Culturally competent practice: A framework for growth and action (2nd ed).* Pacific Grove, California: Brooks/Cole Publishing.

Mandiberg, J. M. (ED.). (2000). *Stand! Introduction to social work: Contending ideas and* McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment.* New York:

McMahon, M. O. (2001). *The general methods of social work practice: A generalist perspective (4th ed).* Needham Heights, Massachusetts: Allyn & Bacon.

Melcher, M. J. (2002). *Becoming a social worker: Reflections on a clinician's transformative journey (Best of the New Social Worker, 1)*. Harrisburg, Pennsylvania: White Hat Communications.

Miley, K. K., O'Melia, M. W., & Dubois B. L. (Ed.). (2009). *Generalist social work practice: An empowering approach* (6th ed). Boston: Allyn & Bacon.

Morales, A. T., Sheafor, B. W. & Scott, M. E. (2006). *Social work: A profession of many faces (With themes of the times for introduction to social work and social welfare)* (11th ed). Boston: Allyn & Bacon.

Okun, Barbara F. (2002). *Effective Helping: Interviewing and counseling techniques*. (6th ed.).

Bellevue: Coursewise Publishing, Inc. Pacific Grove CA: Brooks/Cole.

Payne, M. (2005). *Modern social work theory* (3rd ed). Chicago: Lyceum Books.

Poulan, J. (2002). *Collaborative social work: Strengths based generalist practice*. Itasca, IL:

Poulin, J., & contributors. (2000). *Collaborative social work: Strengths-based generalist practice* (6th ed.). Needham Heights MA: Allyn and Bacon.

Ragg, D.M. (2001). *Building effective helping skills: The foundation of generalist practice*. Rivas, R. F. & Hull, G. H. (2003). *Case studies in generalist practice* (3rd ed). Pacific Grove, California: Brooks/Cole.

Royse, D., Dhooper, S. S. & Rompf, E. L. (2006). *Field instruction: A guide for social work students* (5th ed). New York: Longman.

Saleebey, D. (Ed.). (2008). *The strengths perspective in social work practice* (5th ed). Boston: Allyn & Bacon.

Scales, T. L. & Wolfer, T. A. (2005). *Decision cases for generalist social work practice: Thinking like a socialworker*. Pacific Grove, California: Brooks/Cole.

Sheafor, B. W., & Horejsi, C. R. (2003). *Techniques and guidelines for social work practice*. Boston, MA: Allyn and Bacon.

Shulman, L. (2008). *The skills of helping: Individuals, families, groups and communities* (6th ed). Pacific Grove, California: Brooks/Cole.

Tracy, E. M. & Whittaker, J.K. (1990). The social network map: Assessing social support in clinical social work practice. *Families in Society*, 71(8). 461-470. University Press. Wadsworth Publishing Company

Whittaker, J.K., Tracy, E. M., & Marckworth, M. (1989). *Family support project: identifying*

Woodside, M. & McClam, T. (2003). *Generalist case management: A method of human service*

Zastrow, C. (2009). *The practice of social work: A comprehensive worktext*. (9th ed). Pacific Grove, California: Brooks/Cole.

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department Social Work

Course Number and Title: SWK 551 Foundation of Field Practicum

Catalog Description: This is the second of two courses in MSW social work practice in which the purpose continues to be preparation for student for entry professional social work practice. Within this course students continue to apply principles that guide professional practice with particular emphasis placed on the micro level of practice, working with individuals and families.

First Term Offered: Spring 2017

Credit Hours 6