

Proposal Status: Workflow Started

FULL PROPOSAL: Substantive Change(s) to a Course

Title of proposal (must begin with department abbreviation): SOCW4420

Place an X next to the ones that apply:

<input type="checkbox"/>	Significant modification of course content by the addition or removal of topics embodied in the original course proposal.
<input type="checkbox"/>	Changing the course number by multiples of 1000 (e.g., 1230 to 2230 or 4320 to 3320)
<input checked="" type="checkbox"/>	Changing the credit hours awarded for the course
<input type="checkbox"/>	Changing course prerequisites or corequisites
<input type="checkbox"/>	Creating a new course

Effective date: Fall 2014

Contact information:

Spokesperson Name:Alison crane	Department:Social Work
Building:Hunter Hall	Office Number:209A
Phone Extension:4307	Email:alison-crane@utc.edu

Faculty of the originating department approved this proposal on 8-11-2014 (date) by a vote of 6 aye votes; 0 nay votes; 0 abstentions; 0 eligible voting members absent

1. Description of proposed changes

The Social Work department wants to adjust the credit hours in SOCW 4420 Field Education II from four to five credit hours

2. Rationale for requested change

Include any information and/or data which is being used to justify the change(s)
SOCW 4120 and SOCW 4420 serve as the field education courses for the SOCW degree. Field education is identified by the Council on Social Work Education as the signature pedagogy of the social work curriculum. Students in the SOCW department at UTC complete a 400 hour field internship experience (200 hours each in the fall and spring semester). As part of their internships, students develop field learning agreements and then document completion of everything on their learning agreements by creating comprehensive e-binders (normally hundreds of pages in length) throughout the academic year. Students spend significant time working in their agencies, completing monthly documentation, and building their comprehensive e-binders. The amount of time students spend working on assignments related to their field internships warrants the adjustment to five credit hours.

3. Current course as listed in the Catalog

Prefix: SOCW	Number: 4420
Title: Field Education II	Credit Hours: 4

Proposal Status: Workflow Started

Prerequisites: SOCW 4070, SOCW 4170, SOCW 4120, SOCW 4130	Co-Requisites: SOCW 4100, SOCW 4760, SOCW 4410, SOCW 4900
Cross-listed courses:	

4. Current course description as listed in the Catalog

This is the second course of the two part Field Education experience. The course provides an opportunity for students to apply practice theory to the development of generalist practice skills, and to become familiar with agency structures, functions, and programs. Prerequisites: SOCW 4070, SOCW 4170, SOCW 4120, SOCW 4130 ; a minimum 2.0 cumulative GPA and a minimum 2.50 major GPA or department head approval. Corequisites: SOCW 4100, SOCW 4760, SOCW 4410, SOCW 4900

5. Proposed new course as it will be listed in the Catalog

Prefix: SOCW	Number: 4420
Title: Field Education II	Credit Hours: 5
Prerequisites: SOCW 4070, SOCW 4170, SOCW 4120, SOCW 4130	Co-Requisites: SOCW 4100, SOCW 4760, SOCW 4410, SOCW 4900
Cross-listed courses:	

6. Proposed new description and program requirements to be listed in the Catalog (catalog copy)

This is the second course of the two part field education experience. The course provides an extensive opportunity for students to apply practice theory to develop skills for generalist social work practice. Through active participation in the social service delivery system, the student becomes familiar with agency structures, functions, and programs A minimum of 40 clock hours will be spent working in an agency for each of the five hours of course work resulting in 200 total clock hours each semester. Students are required to complete a minimum of 15 hours per week in the agency setting. Students will also develop a comprehensive field learning contract and evaluation e-binder documenting how they demonstrated successful application of social work competences and practice behaviors. Prerequisites: SOCW 4070, SOCW 4170, SOCW 4120, SOCW 4130 ; a minimum 2.0 cumulative GPA and a minimum 2.50 major GPA or department head approval. Corequisites: SOCW 4100, SOCW 4760, SOCW 4410, SOCW 4900

7. What is the instructional method for the course (Please select one)?

Lab

8. How will this course be graded (Please select one)?

Standard letter grade

9. What are the pedagogical objectives of the course?

Proposal Status: Workflow Started

This course is the second half of the field education experience and can be taken any semester of the senior year and is part of the BSW Program's competency-based curriculum that has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) as revised in 2008. CSWE has delineated ten competencies that must be adequately addressed in a BSW curriculum, as listed below. Further, CSWE has operationalized these competencies by identifying 41 foundation-year practice behaviors. CSWE defines each competency as "a set of measurable practice behaviors that are comprised of knowledge, values, and skills." The courses in a BSW program are expected, when combined, to provide students opportunities to learn and demonstrate all 41 practice behaviors. This course targets all of the 41 practice behaviors in the 10 core competencies.

COMPETENCY 1: Identify as professional social workers and conduct themselves accordingly.

Students will demonstrate the ability to:

- 1.1 Advocate for client access to services.
- 1.2 Practice self-reflection and self-correction on a consistent basis.
- 1.3 Engage in life-long learning and professional growth.
- 1.4 Attend to professional roles and boundaries.
- 1.5 Use supervision and consultation as needed.

COMPETENCY 2: Apply social work ethical principles to guide professional practice.

Students will demonstrate the ability to:

- 2.1 Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics as indicated.
- 2.2 Recognize and manage personal values in a way that allows professional values to guide practice.
- 2.3 Tolerate ambiguity and recognize and respect differences in resolving ethical conflicts.
- 2.4 Apply ethical reasoning to arrive at principled decisions.

COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments.

Students will demonstrate the ability to:

- 3.1 Demonstrate effective and professional oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
- 3.2 Develop strategies to critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- 3.3 Analyze models of assessment, prevention, intervention, and evaluation with particular attention to issues related diversity, human rights and cultural responsiveness.
- 3.4 Use various methods of technology to search for information, critically interpret evidence, and communicate with others.

COMPETENCY 4: Engage diversity and difference in practice.

Students will demonstrate the ability to:

- 4.1 Deconstruct and reconstruct specific theories of human development within the context of human rights, social and economic justice, incorporating the concept of difference.
- 4.2 Identify, understand, and appreciate the influence of personal biases and values in working with diverse groups.
- 4.3 Recognize and appreciate the importance of difference in shaping life experiences.
- 4.4 Relate social work perspectives, biases, and related theories to practice with older adults (e.g., person-in-environment, social justice).
- 4.5 View themselves as learners and engage those with whom they work as informants.

COMPETENCY 5: Advance human rights and social and economic justice.

Students will demonstrate the ability to:

- 5.1 Identify and understand the forms and mechanisms of oppression and discrimination.

Proposal Status: Workflow Started

5.2 Understand theories of justice and utilize strategies to advocate for human rights and social/economic justice.

5.3 Engage in practices which advance social and economic justice.

COMPETENCY 6: Engage in research-informed practice and practice-informed research.

Students will demonstrate the ability to:

6.1 Use research evidence to inform practice.

6.2 Use practice experience to inform scientific inquiry.

6.3 Understand the process of evidence-informed practice for a variety of practice settings.

6.4 Conduct systematic research reviews.

6.5 Demonstrate basic understanding of research design, methods, and statistics through the implementation and completion of the senior field research project.

COMPETENCY 7: Apply knowledge of human behavior and the social environment.

7.1 Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation with client systems of all sizes.

7.2 Critically evaluate the fit of conceptual frameworks in the context of difference, diversity, and human rights.

7.3 Critique and apply knowledge to understand the reciprocal interactions between people and their environments.

COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students will demonstrate the ability to:

8.1 Recognize and understand the historical influences which impact current policy decisions and service delivery systems.

8.2 Identify how policies, regulations, and programs impact older adults and their caregivers, particularly among historically disadvantaged populations (e.g. women and elders of color).

8.3 Analyze, formulate, and advocate for policies that advance social well-being in the context of human rights.

8.4 Identify and develop strategies, including intergenerational approaches, to address service gaps, fragmentation, discrimination, and barriers that impact older persons.

8.5 Collaborate with colleagues and clients to empower for effective policy action.

COMPETENCY 9: Respond to contexts that shape practice.

Students will demonstrate the ability to:

9.1 Identify, understand, and respond to the impact of changing demographic trends.

9.2 Identify and apply the use of technology to improve the efficiency and sustainability of service delivery and practice in a variety of settings.

9.3 Identify gaps related to the digital divide in the context of equal access to services at all levels of practice.

COMPETENCY 10: Engage, Assess, Intervene, and Evaluate with individuals, families, groups, organizations, and communities.

10(a). Engagement. Students will demonstrate the ability to:

10a.1 Substantively and effectively prepare for action with a diverse range of individuals, families, groups, organizations, and communities.

10a1. Effectively use empathy and other interpersonal skills.

10a1. Develop a mutually agreed-on focus of work and desired outcomes.

10(b). Assessment. Students will demonstrate the ability to:

10b.1 Collect, organize, and interpret client data.

10b.2 Assess client strengths and limitations.

10b.3 Develop mutually agreed-on intervention goals and objectives.

Proposal Status: Workflow Started

10b.4 Select appropriate evidence informed intervention strategies.

10(c). Intervention. Students will demonstrate the ability to:

10c.1 Initiate actions to achieve organizational goals.

10c.2 Implement prevention interventions that enhance client capabilities help clients resolve problems.

10c.3 Negotiate, mediate, and advocate for clients.

10c.4 Facilitate transitions and endings including understanding how to terminate with older clients and their families.

10(d). Evaluation. Students will demonstrate the ability to:

10d.1 Critically analyze, monitor and evaluate social work interventions with client systems of all sizes.

10d.2 Utilize evaluation data to inform practice with client systems of all sizes.

10d.3 Conduct a comprehensive evaluation of psychosocial factors that affect older persons' physical and mental well-being.

10. Outline the student learning outcomes—a statement of the minimum expectations of students as they complete the course. You must list at least three outcomes.

Upon Completion of this course, students will be able to:

1. Identify intervention practice skills appropriate for various diverse populations and systems of all sizes with special attention to groups at risk of discrimination and oppression.
2. Identify and utilize appropriate community resources with client systems of all sizes and with a variety of populations.
3. Demonstrate an understanding of the interrelationship between policy and practice including differences and similarities between agency policies, local, and state policies that affect clients served.
4. Demonstrate an understanding of social and economic justice issues and implement advocacy skills applicable to a variety of practice settings.
5. Apply the knowledge, values, and skills of the generalist social worker in a broad range of situations requiring social work intervention.
6. Implement and broaden skills in engagement, interviewing, data collection and assessment skills appropriate for work with individuals, families, groups, communities, and organizational systems.
7. Develop the ability to relate as a participant and collaborator in the problem-solving process.
8. Implement social work values and ethics in practice issues with diverse persons with a sensitivity to social and economic justice issues.
9. Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems.
10. Utilize ecological and systems perspectives for interpreting, exploring, and explaining both strengths and difficulties of functioning in individuals, families, groups, communities, and organizations.
11. Implement and refine writing and research skills appropriate for entry-level generalist social work practice.
12. Integrate knowledge and skills for effective understanding and intervention with as variety of diverse populations

Proposal Status: Workflow Started

11. How will students be assessed on the learning outcomes?

The student will be required to create a comprehensive e-portfolio binder which identifies each of the ten core competencies. The student must collect evidence throughout their field experience, and upload into their e-portfolio, which they will then present to the class to prove competency in each of the core competency areas as identified by CSWE.

12. If this course changes the program curriculum map, please attach a copy of the updated curriculum map here.

Please see the direction at the end of this proposal for how to upload your curriculum map document.

13. Provide additional information about the course including (a) how often the course is to be offered, (b) who will be the routing instructor or course coordinator, and (c) what steps will be taken by the department to ensure its continued coverage (current expertise and interest within the department).

There will be no change, this course will continued to be offered each Fall Semester and taught by the Field Education director.

14. Will the proposed changes require a change to the Clear Path Showcase (4-year plan)? If yes, please attach both current and revised clear path documents.

Please see the directions at the end of this proposal for how to upload your clear path document.

15. How will the proposed changes impact the ability of students to complete the degree requirements in a timely manner, and how will the proposed changes impact requirements in other departments or programs?

The change will assist students in completing degree requirements in a timely manner

16. Will a laboratory/studio fee or other course fee be assessed? If yes, include a rationale for the fee assessment.

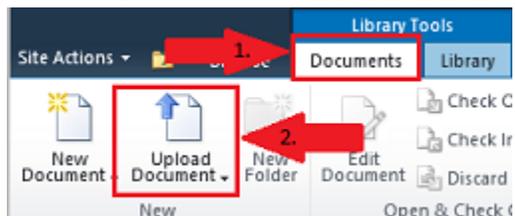
no

17. Does this change require new resources from the originating department or other departments (including the library)? If yes, please explain.

no

Direction for uploading supporting documents:

1. To upload your model syllabus to the folder for your proposal go to <https://spaces.utc.edu/sites/UndergraduateProposal>.
2. Next, click on the name of your proposal under "My Proposals".
3. Click the "Documents" tab and then click the "Upload Document" tab.

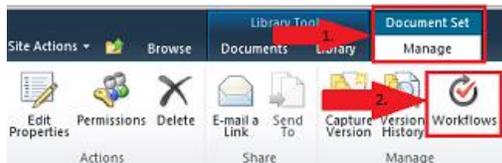


Proposal Status: Workflow Started

Important: After completing your proposal you must start the *Curriculum Proposal Workflow*.

To begin workflow:

1. Click on the name of your proposal below.
2. Next, click the "Document Set Manage" tab in the ribbon at the top of the page and select the "Workflows" button.



3. Under "Start a New Workflow" click "Curriculum Proposal Workflow" and then click the "Start" button.

Workflow Sequence for Full Proposal – Course Changes

1. Department Head
2. College Curriculum Committee
3. College Dean
4. Other Areas Affected (If any)
5. Records Office
6. Associate Provost
7. Provost (if a fee will be assessed)
8. Faculty Senate Curriculum Committee
9. Faculty Senate