

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: 501

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF GENERALIST PRACTICE I

Alpha Designator/Number: ^{swk}

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Title Abbreviation:

F	O	U	N	D		O	F		G	E	N		P	R	A	C	T	I	C	E		I				
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(Limit of 25 characters and spaces)

Course Catalog Description: THIS IS THE FIRST IN A SEQUENCE OF TWO COURSES DESIGNED TO DEVELOP THE PRACTICE KNOWLEDGE AND SKILLS NECESSARY FOR MSW STUDENTS TO BEGIN PROFESSIONAL SOCIAL WORK PRACTICE. THE PURPOSE OF THIS COURSE IS TO PROVIDE AN OVERVIEW OF GENERALIST PRACTICE
(Limit of 30 words)

Co-requisite(s): _____ First Term to be Offered: FALL 2016

Prerequisite(s): NONE Credit Hours: 3

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 <u>[Signature]</u>	Date <u>3/25/15</u>
Registrar <u>[Signature]</u> <u>440701</u>	Date <u>3/26/15</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>4/3/15</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-20-15</u>

Request for Graduate Course Addition - Page 2

College: COHP Department/Division: Social Work Alpha Designator/Number: 501

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)
See Syllabus

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

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

Kirst-Ashman, Karen & Hull, Grafton H. (2009). *Understanding generalist practice* (5 th edition). Chicago, IL: Nelson Hall. Hepworth,

Dean H., Rooney, Ronald H., & Larson, JoAnn (2010). *Direct social work practice theory and skills* (8 th edition). Pacific Grove, California: Brooks/Cole.

Payne, Malcolm (2005). *Modern social work theory* (7th. edition). Chicago, IL.: Lyceum Books. Chapter 7 “Systems theory and ecological perspective”.

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

Lecture, Simulated Client Lab, written assignments

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

Written assignments, role plays and video tapes, exams and in class discussions

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

Not Applicable

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.

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,

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

Wadsworth. Dewees, 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

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.

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-18 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.

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

- Aldine de Gruyter, 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: Brooks/Cole.
- 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.
- Lowenburg, F.M. & Dolgoff, R. (1996). *Ethical decisions for social work practice* Itasca, IL:
- 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 opinions*. Bellevue: Coursewise Publishing, Inc.
- McMahon, M. O. (2001). *The general methods of social work practice: A generalist 19 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.
- Payne, M. (2005). *Modern social work theory* (3rd ed). Chicago: Lyceum Books.
- Poulin, J., & contributors. (2000). *Collaborative social work: Strengths-based generalist practice*. Itasca, IL: F.E. Peacock . 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 social worker*. 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.
- Whittaker, J.K., Tracy, E. M., & Marckworth, M. (1989). *Family support project: identifying*
- Zastrow, C. (2009). *The practice of social work: A comprehensive work text*. (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: SW 501 Foundations of Generalist Practice I

Catalog Description: This is the first in a sequence of two courses designed to develop the practice knowledge and skills necessary for Foundation level MSW students to begin professional social work practice. The purpose of this course is to provide an overview of Generalist Practice.

Prerequisites: None

First Term Offered: Fall 2016

Credit Hours 3

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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: 511

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATINS OF HBSE IN THE SOCIAL ENVIRONMENT

Alpha Designator/Number: ^{swk} 5 1 1Title Abbreviation: F O U N D O F H B S E
(Limit of 25 characters and spaces)Course Catalog Description:
(Limit of 30 words)

THIS COURSE IS DESIGNED TO ENHANCE STUDENT'S UNDERSTANDING OF HUMAN BEHAVIOR IN THE CONTEXT OF THE SOCIAL ENVIRONMENT. THE COURSE INCLUDES CONTENT ON THEORIES AND KNOWLEDGE RELATIVE TO HUMAN BEHAVIOR AND INCLUDES CONTENT ON LIFESPAN DEVELOPMENT, DIVERSITY, AND CULTURALLY SENSITIVE SOCIAL WORK PRACTICE.

Co-requisite(s):

First Term to be Offered: FALL 2016

Prerequisite(s): NONE

Credit Hours: 3

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

3/25/15

Registrar

Roberta Ferguson 440 701

Date

3/26/15

College Curriculum Chair

Carmen Gravano

Date

4/13/15

Graduate Council Chair

Christofero

Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COHP Department/Division: Social Work Alpha Designator/Number: 511

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)

See Syllabus

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

See Syllabus

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

Zastrow, C., & Kirst-Ashman, K., (2010). *Understanding human behavior in the social environment*. (7th Ed.). Brooks/Cole: Belmont, CA.

Note: Some materials used for this class may be copyrighted.

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

Lecture, Simulated Client Lab, written assignments

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

Students will read the text and other assigned materials.

Students will complete one (1) critical thinking writing assignment related to oppressed populations who are often blamed for their oppression.

Students will complete a social history/case assessment. Assignment guidelines will be distributed and explain in class.

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

Not Applicable

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

Davis, Laura (2002). *I Thought We'd Never Speak Again*. New York: Harper Collins (The road from estrangement to reconciliation)

Greenspan, Stanley, M.D. (1985) *First Feelings*. New York: Penguin

Greenspan, Stanley, M.D. (1997) *Growth of the Mind*. New York: Basic Books (Experience changes brain functions)

Gregory, Julie (2003). *Sickened*. New York: Bantam (Munchausen's-by Proxy Survivor)

Johnson, L. & Jenkins, D. (2004). Coming out in mid-adulthood: Building a new identity. *Journal of gay and lesbian social services: Issues in practice, policy and research*, 16(2), 19-42

Johnson, C. L. (1994). Social and cultural diversity of the oldest old. *International Aging and Human Development*, 38(1), 1-12

Kennedy, Michelle (2005). *Without a Net*. New York: Viking (Written in response to another listed book, *Nickel & Dimed*).

Lebson, M. (2002). Suicide among homosexual youth. *Journal of Homosexuality*, 42(4), 107-117

Levine, Mel (2002). *A Mind at a Time*. New York: Simon & Schuster.

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 511 Foundations of Human Behavior in the Social Environment

Catalog Description: This course is designed to enhance student's understanding of human behavior in the context of the social environment. The course includes content on theories and knowledge relative to human behavior and includes content on lifespan development, diversity and culturally sensitive social work practice, and socioeconomic and political issues related to human behavior

Prerequisites: None

First Term Offered: Fall 2016

Credit Hours 3

Course Title/Number	SWK 511 Foundations of Human Behavior and Social Environment
Semester/Year	Fall 2016
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." You can also access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802.

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment.

Course Description from Catalogue

This is the first in a sequence of two courses designed to develop the practice knowledge and skills necessary for MSW students to begin professional social work practice. The purpose of this course is to provide an overview of Generalist Practice.

Grading Scale

QUIZZES 1-4	40
GROUP THEORIST ASSIGNMENT	50
ATTENDANCE AND PARTICIPATION	10
EXTRA CREDIT CRITICAL THINKING ASSIGNMENT	10

NOTE: All assignments must be completed or an F may be received for the course. A grade of C or above is required on the Social History – I will work with any student whose paper is not at least of C quality to assist in bringing it to that level.

Grading Scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 – below	F

Methods of Instruction

Discussion; in-class and assigned activities; lecture; audio-visual materials; assigned readings, and Blackboard.

Course Objectives and Student Learning Outcomes

Course Student Learning Outcomes	How Practiced in this course	How assessed in this course
To identify the biological and environmental processes of human development and behavior from prenatal period through adolescence in the context of a multicultural society and from an intergenerational perspective. Students will be able to apply knowledge of the human condition to understanding of the person and environment. (competencies 4, 7, 10)	Lecture, readings, class discussions and activities, social history assignment, multicultural/international assignment.	measured by exams, social history assignment, case examples
To respect and identify the influence of ethnic and cultural diversity including Appalachian culture, race, gender, class, religion, political orientation, physical and mental capacity, and sexual orientation on human development through adolescence. Students will thus be able to engage diversity and difference in practice. (competencies 4, 7, 10)	Lecture, readings, class discussions and activities, social history assignment, multicultural/international assignment.	measured by multicultural assignment, social history, international assignment, analysis of case examples, exam questions

<p>To use theoretical frameworks to describe and analyze the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities). Students will be able to apply theory to practice with all size systems. (competencies 3, 7, 10)</p>	<p>Lecture, readings, class discussions and activities, social history assignment, multicultural/international assignment.</p>	<p>Measured by exam questions, case examples.</p>
<p>To identify forms, mechanisms, and consequences of oppression and discrimination. Students will be able to engage in practice that promotes human rights and social justice. (competencies 4, 9, 10)</p>	<p>Lecture, readings, class discussions and activities, multicultural/international assignment.</p>	<p>measured by exam questions, critical thinking papers, multicultural assignment</p>
<p>To identify and resolve values and ethical issues related to human development in the social environment. (competency 2)</p>	<p>Lecture, readings, class discussions and activities</p>	<p>measured by class discussion of case examples and ethical dilemmas and exam questions</p>
<p>To apply knowledge and theory of human development to social work practice. (competencies 3, 7, 10)</p>	<p>Lecture, readings, class discussions and activities, social history assignment</p>	<p>measured by case examples, exam questions</p>
<p>To improve writing skills and to utilize critical thinking in evaluating research and theory related to human development. (competencies 3, 6, 9)</p>	<p>Lecture, readings, class discussions and activities, social history assignment, critical thinking papers</p>	<p>measured by critical thinking papers, social history, writing assignments, and exam questions</p>

Text:

Zastrow, C., & Kirst-Ashman, K., (2010). Understanding human behavior in the social environment. (7th Ed.). Brooks/Cole: Belmont, CA.

Note: Some materials used for this class may be copyrighted.

SUPPLEMENTAL READINGS

Throughout the syllabus there are articles either from books or journals that have been identified to supplement the textbook readings. It is the student's responsibility to access

these articles independently. For assistance, the MU Library resources are available. Please contact the library for assistance.

Course Requirements/Assignments/Due Dates

1. Students will read the text and other assigned materials.
2. Students will complete one (1) critical thinking writing assignment related to oppressed populations who are often blamed for their oppression. (related to competencies 1, 2, 3, 4, 5, 6, 7, 9, 10; practice behaviors 5, 7, 11, 14, 15, 16, 18, 21, 22, 23, 24, 27, 29).
3. Students will complete a social history/case assessment. Assignment guidelines will be distributed and explained in class. (Competencies 1, 3, 7, 10; practice behaviors 3, 13, 16, 17, 23, 24, 29, 30, 32, 33).

ASSIGNMENTS AND POINTS

EVALUATION OF LEARNING AND GRADING: Achievement of objectives will be measured as follows:

1. **There will be four quizzes, each valued at 10 points for a total of 40 points of the semester grade.**
 - a. **Quiz 1.** On Infancy and Childhood/Ethnocentrism
 - b. **Quiz 2.** On the Biological Aspects Adolescence.
 - c. **Quiz 3.** On Psychological Development in Adolescence TBA
 - d. **Quiz 4.** On Social Development in Adolescence TBA
2. **Group Theorist Assignment (50 points).**
 - a. Students will be divided up into groups.
 1. Groups will be assigned a theorist who contributed to the literature on child development.
 2. Groups will research the theorist – early childhood, academic history, and major influences on the theorist' life.
 3. Groups will write a 7-10 page paper on these aspects of the theorist' life.
 4. Groups will present a PowerPoint presentation about their findings by the end of class.

Group Presentation Dates:

- b. November 13- Groups 6 and 5
- c. November 20- Groups 4 and 3
- d. December 4- Groups 2 and 1

3. **Critical Thinking Paper: (10 points extra credit):**

In 1971, William Ryan wrote a widely referenced textbook entitled "Blaming the Victim." In his text, Ryan examined several economic and social situations in

Course Outline

The following is a tentative schedule subject to change.

Introduction and Overview

Outcome: The student will identify the purpose of the course, the person in environment perspective, the reasons and methods for studying lifespan development from a multi-cultural, multi-systems, intergenerational perspective, and elements of critical thinking.

- Introduction to course, “Human Treasure Hunt” activity
- Review of course assignments, relevance of biology, sociology, psychology to course, discussion of critical thinking (this will be integrated throughout course in discussions and assignments)
- Personhood activity, Lifespan activity, strengths perspective, risk and protective factors and empowerment.
- Readings: Zastrow & Kirst-Ashman text, Chapter 1.

Module 1: Biological, Psychological, and Social Development in Infancy and Childhood: Ethnocentrism and Racism

1. Human development I infancy and childhood
2. Bonding after birth: Attachment as a central issue in early life
3. Early brain and sensory development, motor skills
4. Emotional development
5. Psychodynamic theory and ego psychology
6. Psychoanalytic theory and social work
7. Periods of development and Piaget’s theory
8. Emotional development
9. Cognitive, physical and learning disabilities
10. Behavioral theory & behaviorism
11. Impact of life events and use of reinforcement
12. Family and siblings
13. Ethnocentrism, racism, stereotyping, discrimination, oppression, and cultural diversity.
14. Pre natal factors in development
15. Infertility, ethical dilemmas, abortion,
16. Substance abuse, social histories
17. Multicultural and International assignments complete – discuss in class
18. Child maltreatment and human rights related to children – including WV statistics and child welfare organizations

Readings:

Zastrow & Kirst-Ashman, Chapters 2-5

Almgren, Gl., et al. (2002). Beyond welfare or work: Teen mothers, household subsistence strategies, and child development outcomes. *Journal of Sociology and Social Welfare*, 29(3), 125-149.

Horwitz, S. M., et al. (2003). Language delay in the community cohort of young children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42(8) 932-940.

- a. "Yankee in Appalachia" from Psychiatrist on the Road (Climo).
- b. VIDEO: Big Mama
- c. Disability (video: *Crip Culture* or *When Billy Broke His Head*)

Outcome: The student will identify how knowledge of developmental milestones and experiences, family systems, group dynamics, diversity, and social problems and policy (including the way social systems promote or deter the achievement of health and well-being), is applied in social work practice. The student will distinguish, appraise, and integrate multiple sources of knowledge in understanding human behavior and social work roles. The student will be able to apply learning theory to practice. The student will be able to recognize and communicate their understanding of the importance of difference in shaping life experiences. Human diversity content will be integrated (i.e. ethnic & cultural differences in families, feminist perspectives, disability, gender role socialization, cultural context and education/child rearing)

Module 2: Adolescence Chapters 6-9

- . Adolescence – biological development – integration of diversity content (gender, diversity related to drug and alcohol use and sexual activity, WV statistics)
 - o Adolescence – identity formation in context of race, culture and ethnicity; moral development theories; empowerment and adolescents who are gay or lesbian; faith/spirituality development; suicide (including WV statistics) and adolescent Hispanic females
 - o Adolescence: eating disorders, emotional and behavioral issues, application of cognitive theories, macro perspectives
 - o Review for exam

Readings:

Zastrow & Kirst-Ashman, Chapters 6-9

Everall R. D. Bostick, K.E., & Paulson, B. L. (2005). I'm sick of being me: Developmental themes in a suicidal adolescent. *Adolescence*, 40(160). 693-708.

DeHaan, L.G., et al. (1998). The relationship of individual and family factors to the psychological well-being of junior high school students living in urban poverty. *Adolescence*, 33(129), 73-89.

Guo, G. (1998). The timing of the influences of cumulative poverty on children's cognitive ability and achievement. *Social Forces*, 77(1) 257-287.

Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time. Participation is also calculated into the 10% based on relevant, appropriate comments/participation that reflect preparation, understanding, and critical thinking; and are supportive of other students' learning and respectful of the values and contributions of others.

According to the APA Manual, professionals "...do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text" (APA Manual, 2010, p. 15).

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: 521

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF SOCIAL POLICY

Alpha Designator/Number:

SWK
5 2 1

Title Abbreviation:

F O U N D O F S O C P O L I C Y

(Limit of 25 characters and spaces)

Course Catalog Description:

(Limit of 30 words)

THE INITIAL FOCUS OF THIS COURSE IS TO PROVIDE STUDENTS WITH AN HISTORICAL BACKGROUND OF SOCIAL WELFARE AND SOCIAL WORK. STUDENTS WILL LEARN HOW TO ANALYZE SOCIAL POLICIES FOCUSED ON THE SOCIAL WELFARE INSTITUTION.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s): *SWK 501 and SWK 511*
~~500 LEVEL COURSES 613 & 614~~ Credit Hours: 3

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

3/25/15

Registrar

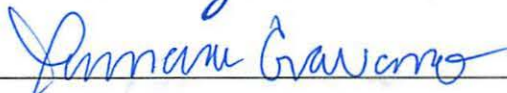


440701

Date

3/26/15

College Curriculum Chair



Date

4/3/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College:
Designator/Number: 521

COHP Department/Division: Social Work Alpha

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) See Syllabus

COURSE OUTLINE (May be submitted as a separate document) See Syllabus

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

Trattner, W.I. (1999). From poor laws to welfare state: A history of social welfare in American, 6th ed. New York: Free Press. Barusch, A.S. (2012). Foundations of social policy: Social justice in human perspective, 4th ed. Belmont, CA: Brooks/Cole.

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

Lecture, written assignments, class discussions and group projects

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

Students will prepare a 15-20 page (not including title page, tables, figures and references) paper describing the historical development of a social welfare issue of their choice. The assignment may be done individually or in groups.

Outline for the paper:

- A. Select a social welfare issue/problem discussed in class that is traceable from the Colonial Era to the present.
- B. Discuss how the issue impacts members of vulnerable populations (choose two).
- C. Present an overview of how the issue has been defined overtime and when and why the issue's definition changed over time.
- D. Discuss how and why policy toward the issue changed over time, identifying how the definition of the issue affected policy.
- E. Discuss the current state of policy in regards to the issue, and factors that led to it.
- F. Project future trends that may affect the issue and policies that might be implemented as a result.

Assessment of US Social Welfare Policy Project - This project will span the semester and be carried out in sections. Students will prepare drafts of each section which will be given to the instructor for comments and returned for the students to complete the final draft.

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

Not Applicable

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

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46, 297-308.

Allen-Meaers, P. (1996). The new federal role in education and family services: goal setting without responsibility. *Social Work*, 41, 533-539.

Allen-Meaers, P. & Roberts, E. M. (1995). Public assistance as family policy: Closing off options for poor families. *Social Work*, 40, 559-565.

Anderson, S.G., Halter, A.P., & Gryzlak, B.M. (2004). Difficulties after leaving TANF: Inner-city women talk about reasons for returning to welfare. *Social Work*, 49, 185-194.

Axinn, June & Levin, Herman (2005). *Social Welfare: A History of the American response to need*. New York: Longman. Berrick,

J. D. (1995). *Faces of Poverty: Portraits of Women and Children on Welfare*. Lavallette, NJ: Oxford University Press.

Blau, J. & Abramovitz, M. (2004). *The dynamics of social welfare policy*. The dynamics of social welfare policy. New York; Oxford Press

Dobelstein, A.W. (2003). *Social Welfare Policy and Analysis*. Pacific Grove, CA: Brooks/Cole.

Ewalt, P., Freeman, E. M., Kirk, S. A., & Poole, D. L. (1997). *Social Policy: Reform, Research, and Practice*. Washington, D.C.: NASW Press.

Gil, D. (1998). *Confronting Injustice and Oppression: Concepts and Strategies for Social Workers*. New York: Columbia University Press.

Gilbert, N. and Terrell, P. (2005). *Dimensions of social welfare policy* Boston: Allyn & Bacon.

Haynes, K. S. and Mickelson, S. (2006). *Affecting change: Social workers in the political arena* New York: Longman.

Haynes, K. S. and Mickelson, S. (2006). *Affecting change: Social workers in the political arena*
New York: Longman.

Longman. Hodge, D. (2003). Value differences between social workers and members of the working and middle classes. *Social Work*, 48, 107-119.

Jansson, B.S. (2005). *The Reluctant Welfare State*. Belmont, CA: Brooks/Cole. (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: SW 521 Foundations of Policy

Catalog Description: The initial focus of this course is to provide a historical overview of the development of social welfare policies and the profession of social work. The course is also designed to prepare students to systematically analyze social problems and to gain understanding of the social welfare system in the U.S.

Prerequisites: ~~None~~ SWK 501 & 511

First Term Offered: Fall 2016 Credit Hours 3

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 521 Foundations of Policy

Catalog Description: The initial focus of this course is to provide a historical overview of the development of social welfare policies and the profession of social work

Prerequisites: 501 & 511

First Term Offered: Fall 2016

Credit Hours 3

Course Title/Number	SWK 521 Foundations of Policy
Semester/Year	Fall 2016
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Course Description: From Catalog

The initial focus of this course is to provide a historical overview of the development of social welfare policies and the profession of social work. The course is also designed to prepare students to systematically analyze social problems and to gain understanding of the social welfare system in the U.S.

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will: show basic knowledge of political processes and social work involvement in political activities, advocacy groups, and/or organizational change, as part of their professional identity Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice Competency 5 –Engage in Policy Practice Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of US Social Welfare Policy Project, discussions quizzes and exams	Students will demonstrate mastery of the learning outcome by selecting a social welfare issue/problem discussed in class that is traceable from the Colonial Era to the present and writing about the problem and how the concept of social work could play or played a role in the process.

<p>Students will: Comprehend the historical evolution of social work as an emerging profession engaged in the promotion of social welfare and social justice.</p> <p>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Competency 5 –Engage in Policy Practice</p> <p>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by presenting a written overview of how the issue has been defined overtime and when and why the issue's definition changed over time</p>
<p>Students will: Assess policy alternatives that address current gaps in service delivery assess policy alternatives that address current gaps in service delivery.</p> <p>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Competency 5 –Engage in Policy Practice</p> <p>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by Discuss the current state of policy in regards to the issue, and factors that led to it</p>
<p>Students will: Comprehend the historical evolution of social work as an emerging profession engaged in the promotion of social welfare and social justice</p> <p>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Competency 5 –Engage in Policy Practice</p> <p>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by being able to identify key issues in social work history and their connection to social justice. This will be shown in tests and in-class discussions</p>
<p>Students will: Develop skills necessary to participate in political processes, political</p>	<p>Assessment of US Social Welfare Policy Project</p>	<p>Students will demonstrate mastery of the learning outcome by discussing the</p>

<p>activities, advocacy, and/or organizational change that can lead to social welfare policy reform and promote social and economic justice</p> <p>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Competency 5 –Engage in Policy Practice</p> <p>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>discussions quizzes and exams</p>	<p>current state of several policies in regards to various issues and factors that led to reform</p>
<p>Students will: Demonstrate the skills necessary to analyze social welfare policies utilizing an analytic framework (e.g., Gilbert & Terrell) that incorporates scientific research, professional social work values and societal beliefs and values as they apply to policy choices concerning eligibility (who), type of benefit (what), delivery system (how), and source and type of funding (financing).</p> <p>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Competency 5 –Engage in Policy Practice</p> <p>Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project</p> <p>discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by showing their understanding of policy analysis in writing.</p>
<p>Students will: Analyze the historical development of social welfare from the poor laws to the welfare state viewed dynamically as a function of social, economic, and political changes</p> <p>Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Assessment of US Social Welfare Policy Project</p> <p>discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by engaging in class discussions and by making a C or better on quizzes and exams</p>

<p>Competency 5 –Engage in Policy Practice Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>Students will: Analyze the political process and its influence on the formulation of social welfare policy and social work practice Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice Competency 5 –Engage in Policy Practice Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by discussing the political process and how it served to shape social work and social welfare policy in their assessment of US Social Welfare</p>
<p>Students will: Show basic knowledge of political processes and social work involvement in political activities, advocacy groups, and/or organizational change, as part of their professional identity. Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice Competency 5 –Engage in Policy Practice Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by showing their understanding of social work’s involvement in political activities and advocacy through their writing, discussions quizzes and exams</p>
<p>Students will: Identify trends in the development of the social welfare system and a broad range of income maintenance, health, and housing programs that will serve as a knowledge base for social work practice, particularly as it relates to urban settings. Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by being able to identify trends in the development of the social welfare system during class discussions and on exams</p>

Competency 5 –Engage in Policy Practice Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities		
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Required Texts, Additional Reading, and Other Materials

Trattner, W.I. (1999). From poor laws to welfare state: A history of social welfare in American, 6th ed. New York: Free Press.

Barusch, A.S. (2012). Foundations of social policy: Social justice in human perspective, 4th ed. Belmont, CA: Brooks/Cole.

Course Requirements/Due Dates

Assessment of US Social Welfare Policy Project - This project will span the semester and be carried out in sections. Students will prepare drafts of each section which will be given to the instructor for comments and returned for the students to complete the final draft.

Students will prepare a 15-20 page (not including title page, tables, figures and references) paper describing the historical development of a social welfare issue of their choice. The assignment may be done individually or in groups.

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- F. Project future trends that may affect the issue and policies that might be implemented as a result.

Grading Policy

90-100 A	80-89 – B	70-79 – C	60-69 – D	<60 - F
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Attendance Policy

Participation in class discussion is a vital part of the learning process and is graded on both in-class and group assignments. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Therefore, attendance and participation is built into the grading system. Attendance and participation are worth 10% of the grade. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time. Participation is also calculated into the 10% based on relevant, appropriate comments/participation that reflect preparation, understanding, and critical thinking; and are supportive of other students' learning and respectful of the values and contributions of others.

Course Schedule

Week	Content	Reading
1	Historical conceptualization of social welfare; colonial America... Indoor relief	Trattner— chapters 13-16
2	The civil war... settlement house movement	Trattner— chapters 5-8
3	Mental health movement... Social Work and Welfare	Trattner— chapters 9-12
4	Depression and new Deal ... War on Welfare	Trattner— chapters 13-16
5	Social Justice and Social Workers	Barusch— chapters 1-
6	Social Justice and Social Workers	Barusch— chapters 1
7	The Government's Role	Barusch— chapter 2
8	The Government's Role	Barusch— chapters 2
9	Policy analysis and Policy Practice	Barusch— chapter 3
10	Policy analysis and Policy Practice	Barusch— chapter 3
11	Vulnerable Populations	Barusch— chapters 9 & 10
12	Vulnerable Populations	Barusch— chapters 11 & 13
13	Vulnerable Populations	Barusch— chapters 14 & 15
14	Course Wrap-up	

BIBLIOGRAPHY

- Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46, 297-308.
- Allen-Meares, P. (1996). The new federal role in education and family services: goal setting without responsibility. *Social Work*, 41, 533-539.
- Allen-Meares, P. & Roberts, E. M. (1995). Public assistance as family policy: Closing off options for poor families. *Social Work*, 40, 559-565.
- Anderson, S.G., Halter, A.P., & Gryzlak, B.M. (2004). Difficulties after leaving TANF: Inner-city women talk about reasons for returning to welfare. *Social Work*, 49, 185-194.
- Axinn, June & Levin, Herman (2005). *Social Welfare: A History of the American response to need*. New York: Longman. Berrick,
- J. D. (1995). *Faces of Poverty: Portraits of Women and Children on Welfare*. Lavallette, NJ: Oxford University Press.
- Blau, J. & Abramovitz, M. (2004). *The dynamics of social welfare policy. The dynamics of social welfare policy*. New York; Oxford Press
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- Gil, D. (1998). *Confronting Injustice and Oppression: Concepts and Strategies for Social Workers*. New York: Columbia University Press.
- Gilbert, N. and Terrell, P. (2005). *Dimensions of social welfare policy* Boston: Allyn & Bacon.
- Haynes, K. S. and Mickelson, S. (2006). *Affecting change: Social workers in the political arena* New York: Longman.
- Haynes, K. S. and Mickelson, S. (2006). *Affecting change: Social workers in the political arena* New York: Longman.
- Longman. Hodge, D. (2003). Value differences between social workers and members of the working and middle classes. *Social Work*, 48, 107-119.
- Jansson, B.S. (2005). *The Reluctant Welfare State*. Belmont, CA: Brooks/Cole.
- Jansson, B. S. (1999). *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*. Pacific Grove, CA: Brooks-Cole.
- Jansson, B. S. & Smith, S. (1996). Articulating a "new nationalism" in American social policy. *Social Work*, 41, 441-450.

- Johnson, A.K. (2004). Social work is standing on the legacy of Jane Addams: But are we sitting on the sidelines? *Social Work*, 49, 319-326.
- Kuo, D. (1997). Poverty 101: What liberals and conservatives can learn from each other. *The Brookings Review*, 36-38.
- Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, 50, 231-238.
- LeCroy, C. W. & Stinson, E. L. (2004). The public's perception of social work: Is it what we think it is? *Social Work*, 49, 164-174.
- Midgley, J., Tracy, M.B. & Livermore, M. (2000). *Handbook of social policy*. Thousand Oaks, CA; Sage. NASW. (2003).
- Social Work Speaks: NASW Policy Statements 2003-2006*. Washington, D.C.: NASW.
- Noble, C. (1997). *Welfare as We Knew It: A Political History of the American Welfare State*. Lavallette, NJ: Oxford University Press.
- Perlmutter, F. D. (1997). *From Welfare to Work: Corporate Initiatives and Welfare Reform*. Lavallette, NJ: Oxford University Press.
- Ramanathan, C. S. & Link, R. J. (1999). *All Our Futures: Principles & Resources for Social Work Practice in a Global Era*. Pacific Grove, CA: Brooks-Cole.
- Rank, M.R. & Hirschl, T.A. (1999). The likelihood of poverty across the American life span. *Social Work*, 44, 201-216.
- Seccombe, K. (1999). *So You Think I Drive a Cadillac*. Boston: Allyn & Bacon.
- Stoesz, D. (1996). *Small Change: Domestic Policy under the Clinton Presidency*. New York: Longman

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: 531

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF GENERALIST PRACTICE II

Alpha Designator/Number: ^{swk}

5	3	1							
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Title Abbreviation:

F	O	U	N	D		O	F		G	E	N		P	R	A	C	T	I	C	E		I	I
---	---	---	---	---	--	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	--	---	---

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THIS IS THE SECOND OF TWO COURSES IN MSW SOCIAL WORK PRACTICE FOCUSED ON PREPARING THE STUDENT FOR ENTRY INTO PROFESSIONAL SOCIAL WORK. PARTICULAR EMPHASIS PLACED ON THE MICRO LEVEL OF PRACTICE, WORKING WITH INDIVIDUALS AND FAMILIES.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s):

^{SWK 521}

500 LEVEL COURSES 613 & 614

Credit Hours: 3

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

[Signature]

Date

3/25/15

Registrar

[Signature]

440701

Date

3/26/15

College Curriculum Chair

[Signature]

Date

4/13/15

Graduate Council Chair

[Signature]

Date

5-20-15

College: 531 COHP Department/Division: Social Work Alpha Designator/Number:

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
Employ values clarification as a process regarding use of self in their profession
Recognize personal values assumptions and biases and not impose those views on clients
Illustrate effective use of social work supervision
Recognize competing ethics and utilize decision making steps to address ethical dilemmas
Describe the unique roles and Services that social workers provide
Be responsive to personal feelings, behavior and thoughts and understand how these can impact professional action which may contribute to social and economic justice
Demonstrate the use of critical thinking skills in their approach to psychosocial assessment and intervention (
Utilize the planned change model (GIM) when working with client system
Utilize a wide range of recording formats to document case (client) activity which is appropriate and clearly articulated
Employ effective oral and written language skills to their professional communications
Utilize a wide range of recording formats to document case (client activity which is appropriate and clearly articulated)
Apply practice models and change strategies used by social workers
Identify opportunities and implement strategies to advocate for clients

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

<p>Week 1 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. 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</p>
<p>Week 2 Engagement and assessment (process) Greeting the client; orienting the client to the helping process; discussing Agency Services and client expectations. Practice: Practice: pre-interview process, reality</p>
<p>Week 3 Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.</p>
<p>Week 4 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 Practice Develop baseline data on level of client functioning. Review Process Recordings. 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 Review baseline data, has intervention worked (determine measurement tool to be utilized for evaluation of effectiveness of practice. Explore address and practice termination session. Follow-up small group discussion regarding reasons for follow-up.</p>
<p>Week 7 Family Assessment; Family conflicts, problems, and their resolutions; enhancing cultural competency. Practice: Genograms, eco-maps- sociograms</p>

<p>Week 8 Family treatment and the planned change process. Strategizing for family intervention Implementation of family intervention Evaluation, Termination, and follow-up Practice Discuss Process Recordings.</p>
<p>Week 9 NASW Code of Ethics; conceptualizing and Addressing and ethical dilemma, ranking ethical principles; discussion and resolution of ethical dilemmas. Practice: Vignette</p>

<p>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.</p>
<p>Week 11 Cross-cultural simulation in class (Bafa/Bafa)</p>
<p>Week 12 Definition of brokering; the effective broker; case management. Practice: Discussion of purchase of service agencies.</p>
<p>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"</p>
<p>Week 14 Evaluation of practice skills Self-review and provide feed-back review from partner, and class.</p>
<p>Week 15 Examining the parallel processes in the termination and evaluation phase, including class, field placement and faculty.</p>

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. & Courmoyer, 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.
- Courmoyer, 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).NewYork: 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). PacificGrove, 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 531 Foundations of Generalist Practice II

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

Prerequisites: SWK 521

Credit Hours 3

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: 541

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF RESEARCH

Alpha Designator/Number:

swk

5	4	1							
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Title Abbreviation:

F	O	U	N	D	A	T	I	O	N	S	O	F	R	E	S	E	A	R	C	H		
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

INTRODUCTION TO SCIENTIFIC, ANALYTIC, APPROACH TO BUILDING KNOWLEDGE AND SKILLS, INCLUDING: ROLE OF CONCEPTS AND THEORY, HYPOTHESIS, FORMULATION, OPERATIONALIZATION, RESEARCH DESIGN, DATA COLLECTION, DATA PROCESSING, STATISTICAL ANALYSIS, INTRODUCTORY COMPUTER SKILLS, AND REPORT WRITING.

Co-requisite(s):

First Term to be Offered: FALL 2016

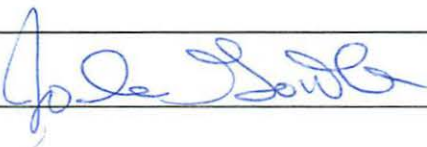
Prerequisite(s): NONE

Credit Hours: 3

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

3/25/15

Registrar

 440701

Date

3/26/15

College Curriculum Chair



Date

4/3/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 541

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.

No additional resources are needed at this time

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

Students will understand the role and contribution of research in social work practice. Students will analyze connections of research in evidence based practice.

Students will select or construct appropriate measurement instruments utilizing the principles of reliability and validity. Students will analyze various instruments for measurement of practice interventions.

Students will understand appropriate sampling strategies based on a firm understanding of probability and non-probability sampling techniques. Students will be able to give examples of sampling strategies and choose appropriate applications.

Students will explain the appropriate method of data collection through an understanding of diverse techniques (e.g. telephone surveys, person interviews and mailed questionnaires). Students will be able to determine the best data collection method for their scientific inquiry.

Students will understand the logic and operations of single subject design research.

Students will be able to apply research principles in designing a single subject design for practice.

Students will examine and become sensitive to ethical issues in the conduct of social research confidentiality (NASW code of ethics).

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

DATE	ASSIGNMENTS DUE	POINTS POSSIBLE	READINGS FOR THIS WEEK	ASSIGNMENTS FOR NEXT CLASS
Week 1	NONE			
Week 2	Behavior for single subject design	10 – low stakes	Faulkner 1-30 intro/ethics	Pop quizzes will be on weekly readings
Week 3	Annotated bib 8 journal articles Draft of operational definition	20 - med stakes 3 – med stakes	Faulkner 32-69 Literature review and variables	
Week 4	Final product operational definition	7 – med stakes	Faulkner 157-167 Single subject design	
Week 5	Operational data system (procedure for data collection)	10 – low stakes	Creating SPSS data files	Begin baseline notations Sept 24- sept 27 Begin intervention notations sept 28-oct 1
Week 6	Completed single subject design graphs bring to class	10 – low stakes	independent samples t-tests	YOU-TUBE VIDEO ON BLACKBOARD – T-Test for SS Designs
Week 7	Data entry (in-class assignment) *no makeup time	10 – low stakes	Examples of single subject design research papers on blackboard	
Week 8	IRB training cert	10 – low stakes		
Week 9 midterm project	Single subject design final paper/ 3-5 pages	280 - high stakes	Faulkner 111-140 Quantitative and survey research	
Week 10	Annotated bib for survey research project – 8 journal articles	20 – med stakes	FAULKNER 169-183 Intro to Descriptive Statistics & Descriptive Statistics	
Week 11	Surveys completed and approved by instructor for survey monkey	10 – med stakes	FAULKNER 71-81 Introduction to Sampling	
Week 12	Survey research paper # 1/ 5-7 pages	30 – med stakes	Faulkner 85-109 qualitative research designs	
Week 13	Complete survey 2-3 pg. paper on key variables	10 – low stakes 25 – med stakes	Faulkner 186-202 inferential statistics	
Nov 26 thanksgiving				
Week 14	All final drafts survey research			
Week 15 Final project	Survey research paper # 2 11-15 pages	350 – high stakes		

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

Faulkner, Cynthia A., & Faulkner, Samuel S., (2008). Research Methods for Social Workers: A Practice Based Approach. Lyceum Books: Chicago. SBN: 978-1933478159.

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

Lecture, written assignments, and discussions

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

Written assignments, exams and in class discussions and group projects

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

Not Applicable

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

Economic and Social Research Council. (undated) *Research Ethics Framework*. Available online: http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/ESRC_Re_Ethics_Frame_tcm6-11291.pdf

Engel, R. J., & Schutt, R.K. (2008). *The practice of research in social work*. Thousand Oaks, CA: Sage.

Grinnell, R., & Unrau, Y. (2005). *Social work research and evaluation*. (Seventh Edition) New York: Oxford U. Press.

Hoover, K., & Donovan, T. (2008). *The elements of social scientific thinking*. (Ninth Edition) Boston, MA: Thompson Higher Education.

Mays, M., & Manaster, G. J. (1999). Research: Facts, values, theory, practice, and unexamined assumptions. *Journal of Individual Psychology*, 55, 2, 248-255. 7

Monnette, D., Sullivan, T., & DeJong, C. (2008). *Applied social research: A tool for the Human services*. (Seventh Edition) Belmont, CA: Thompson Brooks/Cole, 2008.

Schutt, R.K. (2006). *Investigating the social world: The process and practice of research*. 6th ed. Thousand Oaks, CA: Pine Forge Press.

Weinbach, R.W. & Grinnell, R.M. (2006). *Statistics for social workers*, 6th ed. Needham Heights, Massachusetts: Allyn & Bacon.

Valentine G.; Butler R.; Skelton T. (2001) The Ethical and Methodological Complexities of Doing Research with 'Vulnerable' Young People. *Ethics, Place and Environment*, 4, 119-125.

Williamson, E., Goodenough, T., Kent, J., Ashcroft, R. (2005). Conducting research with children: The limits of confidentiality and child protection protocols. *Children & society*, 19, 5, 397-409.

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 541 Foundations of Research
Catalog Description: Introduction to scientific, analytic, approach to building knowledge and skills, including: role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.
Prerequisites: None
First Term Offered: Fall 2016
Credit Hours 3

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: 531

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF FIELD PRACTICM

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): 501 & 511

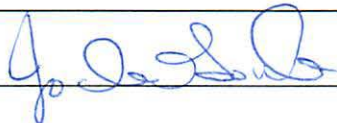
swk

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

3/25/15

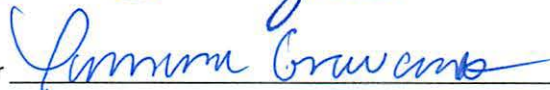
Registrar

Roberta Ferguson 440701

Date

3/26/15

College Curriculum Chair



Date

4/2/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 551

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 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. 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 Engagement and assessment (process) Greeting the client; orienting the client to the helping process; discussing Agency Services and client expectations. Practice: Practice: pre-interview process, reality versus ideal skills and attitudes Demonstrating attending skills</p>
<p>Week 3 Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.</p>
<p>Week 4 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 Practice Develop baseline data on level of client functioning. Review Process Recordings. 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 Review baseline data, has intervention worked (determine measurement tool to be utilized for evaluation of effectiveness of practice. Explore address and practice termination session. Follow-up small group discussion regarding reasons for follow-up.</p>
<p>Week 7 Family Assessment; Family conflicts, problems, and their resolutions; enhancing cultural competency. Practice: Genograms, eco-maps- sociograms</p>

Week 8

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.
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Compton, B.R. & Galway, B. (1994). *Social work process*. Pacific Grove CA: Brooks/Cole. *content, (7th ed.)*. Pacific
Grove, CA: Brooks/Cole.
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- Corey, Marianne, & Corey Gerald (2003). *Becoming a Helper*. (4th ed.). Pacific Grove, CA: Brooks/Cole.
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(2nd ed). London: Routledge.
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- 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.

Prerequisites: SWK 501 & 511

First Term Offered: Spring 2017

Credit Hours 6

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: 613

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Alpha Designator/Number:

SWK
6 1 3

Title Abbreviation:

A D V H B S E I N T H E S O C I A L E N

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

SOCIAL WORK 613 IS THE SECOND COURSE IN A TWO-COURSE SEQUENCE THAT PROMOTES A MULTIDIMENSIONAL UNDERSTANDING OF HUMAN FUNCTIONING AND BEHAVIOR ACROSS SYSTEMS AND THE LIFE COURSE. THIS COURSE SPECIFICALLY EXAMINES HUMAN BEHAVIOR AND FUNCTIONING AMONG INDIVIDUALS AND FAMILIES

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s): *SWK 501 and SWK 511*
~~500 LEVEL COURSES~~

Credit Hours: 3

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 <i>[Signature]</i>	Date <i>3/25/15</i>
Registrar <i>[Signature]</i> 440701	Date <i>3/26/15</i>
College Curriculum Chair <i>[Signature]</i>	Date <i>4/3/15</i>
Graduate Council Chair <i>[Signature]</i>	Date <i>5-20-15</i>

Request for Graduate Course Addition – Page 2

College: COHP

Department/Division: Social Work Alpha Designator/ 613

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.

No additional resources needed at this time

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

Students will: Demonstrate Ethical and Professional Behavior Competency 1
Students will:—Engage Diversity and Difference in Practice Competency
Students will:—Advance Human Rights and Social, Economic, and Environmental Justice Competency 3
Students will: Engage In Practice-informed Research and Research-informed Practice Competency 4 –
Students will: Assess Individuals, Families, Groups, Organizations, and Communities Competency 7 –
Students will: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 8 –

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

Course Introduction and Overview
Major Theories used for HBSE Systems; Conflict; Rational Choice; Social Constructionist (covered in-depth in SW 610) Psychodynamic; Developmental; Social Behavioral; Humanist (covered in-depth in SW 611)
Families Family Systems; Family Development Theory; Family Stress; Family Strengths; Family Resilience; Diversity in Families
Biological Person Physical development; Brain development Biological Theories
Biological Person Sexual development Biological sex vs. gender; sexual orientation; sexual Identity; psychosexual development
Psychological Person Personality development Psychodynamic Theory; Ego Psychology; Object Relations Theory
Psychological Person Motivation; behavior; learning Classic Conditioning; Operant Conditioning; Social Learning Theory; Attribution Theory
Psychological Person Cognitive development; moral development Cognitive Development; Information Processing Theory; Moral Development
Spring Break
Psychological Person Emotional development Narrative Theory; Emotional Intelligence; Humanistic theory
Psychological Person Sense of Self Symbolic Interaction Theory
Psychosocial Person Lifespan development: Childhood Erikson's theory of psychosocial development; Attachment Theory
Psychosocial Person Lifespan development: Adulthood Theories of Adult Development; Theories of Aging
Psychosocial Person Stress and coping; resilience Theories of Stress and Coping; Resilience
Spiritual Person Spirituality and religion Deep Ecology; Transpersonal Theories; Positive Psychology
Wrap up

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

- Hutchison, E. (2011). Dimensions of human behavior: Person and Environment (4th edition). Thousand Oaks, CA: Sage Publications.

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

Lectures, readings, group assignment, and discussion

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

Online Quizzes
 Assignments
 Family Assessment Theory Critiques
 Theory Worksheets (
 Graded discussions

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

Not Applicable

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

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):

Davis, Laura (2002). *I Thought We'd Never Speak Again*. New York: Harper Collins
(The road from estrangement to reconciliation)

Greenspan, Stanley, M.D. (1985) *First Feelings*. New York: Penguin

Greenspan, Stanley, M.D. (1997) *Growth of the Mind*. New York: Basic Books (Experience changes brain functions)

Gregory, Julie (2003). *Sickened*. New York: Bantam (Munchausen's-by Proxy Survivor)

Johnson, L. & Jenkins, D. (2004). *Coming out in mid-adulthood: Building a new identity*.
Journal of gay and lesbian social services: Issues in practice, policy and research, 16(2), 19-42

Johnson, C. L. (1994). *Social and cultural diversity of the oldest old*. *International Aging and Human Development*, 38(1), 1-12

Kennedy, Michelle (2005). *Without a Net*. New York: Viking (Written in response to another listed book, Nickel & Dimed).

Lebson, M. (2002). *Suicide among homosexual youth*. *Journal of Homosexuality*, 42(4), 107-117

Levine, Mel (2002). *A Mind at a Time*. New York: Simon & Schuster.

Department Social Work

Course Number and Title: SWK 613 Advanced Human Behavior and the Social Environment

Catalog Description: Social Work 613 is the second course in a two-course sequence that promotes a multidimensional understanding of human functioning and behavior across systems and the life course. This course specifically examines human behavior and functioning among individuals and families

Prerequisites: SWK 501 & 511

First Term Offered: Fall 2016

Credit Hours 3

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: 615

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: PSYCHOPATHOLOGY

Alpha Designator/Number: ^{SWK}

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Title Abbreviation:

P	S	Y	C	H	O	P	A	T	H	O	L	O	G	Y								
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH A SOLID FOUNDATION FOR UNDERSTANDING PSYCHOPATHOLOGY AND PROVIDES THE KNOWLEDGE FOR PSYCHOLOGICAL DIAGNOSIS IN CLINICAL SOCIAL WORK PRACTICE

Co-requisite(s): _____

First Term to be Offered: FALL 2016

Prerequisite(s): SWK 501 and 511

500 LEVEL, 613, 633, & 634

Credit Hours: 3

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 <u>[Signature]</u>	Date <u>3/25/15</u>
Registrar <u>[Signature]</u> 440701	Date <u>3/26/15</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>4/3/15</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-20-15</u>

Request for Graduate Course Addition – Page 2

College: COHP Department/Division: Social Work Alpha Designator/ 615

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
Not Applicable

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.
No additional resources needed at this time

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

Objective #	Objectives
1	Provide an understanding of appropriate professional conduct and responsibilities regarding the assessment and diagnosis of mental disorders and the application of ethical guidelines regarding confidentiality, self-determination, and high-risk manifestations of psychopathology.
2	Promote knowledge about the logic and method of diagnostic classification and the criteria necessary for the diagnosis of various mental disorders using the multi-axial assessment, the process for ruling out alternative explanations for observed symptoms, and differentiating between disorders with shared symptoms. Discussions will help students recognize the uses, limitations, and misuse of assigning psychiatric diagnoses.
3	Demonstrate the importance and value of ethnocultural factors in differential diagnostics, providing opportunities for students to consider and increase awareness about the subjective experience of mental illness and clinical conditions. Diversity issues include, but are not limited to, race, ethnicity, cultural values and beliefs, gender, sexual orientation, age, socioeconomic status, and religion/spirituality.
4	Teach the theoretical foundation needed for constructing a comprehensive and concise biopsychosocial assessment, including a mental status exam. The course will offer a variety of experiential activities allowing students to observe and practice the skills necessary to apply assessment and diagnostic knowledge to specific case examples.

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

Unit	Topics	Assignments
1	Overview of the Assessment and Diagnosis for Adult Mental Health Disorders	
2	The Mental Status Exam	
3	Introduction to Using the DSM-IV-TR Manual DSM-IV TR Manual	
4	Schizophrenia and Other Psychotic Disorders	Assignment 1
5	Mood Disorders	
6	Delirium, Dementia, Amnesic and other Cognitive Disorders	Assignment 2
7	Substance-Related Disorders	
8	Adjustment Disorders, Other Conditions that May be A Focus of Clinical Attention and Factitious Disorders	
9	Anxiety Disorders (Panic, Agoraphobia, Phobias, and General Anxiety Disorders)	
10	Anxiety Disorders (Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Acute Stress) and Dissociative Disorders	Assignment 3
11	Personality Disorders (Cluster A and B)	
12	Personality Disorders (Cluster C)	
13	Eating, Sleep, and Somatoform Disorders	
14	Cross Cultural Diagnostic Issues and Culture Bound Syndromes	
15	Using Standardized Measures for Assessment of DSM Diagnoses Assignment	Assignment 4

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

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (Revised 4th ed.). Washington, DC: Author.

Black, D., & Andreasen, N. (2011). Introductory textbook of psychiatry (5th ed.). Washington, DC: American Psychiatric Press.

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

Class format is both didactic and interactive. Case vignettes, videotapes, and semi-structured class exercises will accompany lectures and assigned reading. The combination of these approaches will highlight process and assessment, differential diagnostic skills, and clinical sophistication in working with a broad range of individuals in social work settings. Professionals from the practice community may be invited to present on their area of expertise

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

Assignment	Due Date	% of Final Grade
1) Mental Status Exam	Week 4	20%
2) Diagnostic Impression with Differentials	Week 6	20%
3) Diagnostic Impression with Differentials	Week 10	25%
4) Final	Week 15	25%

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

Not Applicable

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

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):

Andrews, G., Hobbs, M., Borkovec, Y., Beesdo, K., Craske, M., Heimberg, R., Rapee, R., Ruscio, A. & Stanley, M. (2010). Review: Generalized worry disorder: A review of DSM-IV generalized anxiety disorder and options for DSM-V. *Depression and Anxiety*, 27, 134-137.

Brenes, G., Knudson, M., Williamson, J., Miller, M., & Stanley, M. (2008). Age and racial differences in the presentation and treatment of generalized anxiety disorder in primary care. *Journal of Anxiety Disorders*, 22(7), 1128-1136.

Hara, N., Nishimura, Y., Yokomaya, C., Inoue, K., Nishida, A., Tani, H., Okada, M., Kaiya, H. & Okazaki, Y. (2012). The development of agoraphobia is associated with the symptoms and location of a patient's first panic attack. *BioPsychoSocial Medicine*, 6(12)

Wong, N., Sarver, D. & Beidel, D. (2012). Quality of life impairments among adults with social phobia: The impact of a subtype. *Journal of Anxiety Disorders*, 26, 50-57.

Department:

Course Number and Title: Catalog Description:

Prerequisites:

First Term Offered: Credit Hours:

Department Social Work

Course Number and Title: SWK 615 Psychopathology

Catalog Description: The purpose of this course is to provide students with a solid foundation for understanding psychopathology and provides the knowledge for psychological diagnosis in clinical social work practice

Prerequisites: SWK 501 &511

First Term Offered: Fall 2016 Credit Hours 3

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: 622

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: INTEGRATED HEALTH POLICY AND SERVICES

Alpha Designator/Number:

6	2	2							
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Title Abbreviation:

I	N	T		H	E	A	L	T	H		P	O	L	I	C	Y		&		S	V	C	S
---	---	---	--	---	---	---	---	---	---	--	---	---	---	---	---	---	--	---	--	---	---	---	---

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THE PURPOSE OF THIS COURSE IS TO PROVIDE INTENSIVE STUDY OF THE EVOLUTION OF THE INTEGRATION OF PRIMARY CARE AND BEHAVIORAL HEALTH SERVICES AND TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO SYNTHESIZE AND APPLY THIS LEARNING TO THE PRACTICE OF POLICY IN THE BEHAVIORAL HEALTH SERVICE ARENA.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

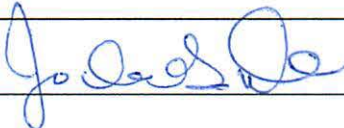

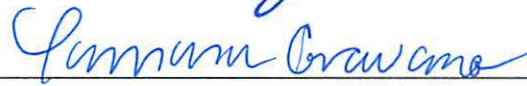

Prerequisite(s):

SWK 521
500 LEVEL COURSES 613 & 614

Credit Hours: 3

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	3/25/15
Registrar	 440701	Date	3/26/15
College Curriculum Chair		Date	4/13/15
Graduate Council Chair		Date	5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 622

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.

No additional resources required at this time

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

See Syllabus

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

See Syllabus

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

There is no required text for this course. Required readings are listed under the Course Schedule for each Module

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

Lecture, written assignments, group discussion and group projects

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

Annotated Bibliography

Opinion Piece

Presentation: Interview

Team Presentation:

Comparing Health Policies

Public Service

Announcement (PSA) Video

Policy Advocacy

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

None

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

Capoccia, V.A., Grazier, K.L., Toal, C., Ford, J.H., & Gustafson, D.H. (2012). Massachusetts's experience suggests coverage alone is insufficient to increase addiction disorders treatment. *Health Affairs*, 31(5), 1000-1008.

Jawande, A. (2011, January 24). The hot spotters: Can we lower medical costs by giving the neediest patients better care? *The New Yorker*.

Mathol, R.G., Butler, M., McAlpine, D., & Kane, R.L. (2010). Barriers to physical and mental condition integrated service delivery. *Psychosomatic Medicine*, 72, 511-518. 4

Maton, W., Russo, J., Lin, E.H.B., et al. (2012). Cost-effectiveness of a multicondition collaborative care intervention. *Archives of General Psychiatry*, 69(5), 506-514.

Institute of Medicine (2001). *Crossing the quality chasm*. Washington, DC: National Academy Press.

Meachanic, D., & McAlpine, D.D. (2011). Sociology of healthcare reform: Building on research and analysis to improve healthcare. *Journal of Health and Social Behavior*, 51(S), S147-S159.

Jocon, R.S., Sharma, R., Birnberg, J.M., Ngo-Metzger, Q., Lee, S.M., & Chin, M.H. (2012). Association between patient-centered medical home rating and operating cost at federally funded health centers. *JAMA*, 308(1), 60-66.

Leeves, W.C., Strine, T.W., Pratt, L.A., et al. (2011). *Mental Illness Surveillance Among Adults in the United States, Supplements* 10(3), 1-32. Retrieved from: http://www.cdc.gov/mmwr/preview/mmwrhtml/su6003a1.htm?s_cid=su6003a1_w.

Frontline (PBS). (2009). *Sick around America*. (55 minutes). Retrieved from: <http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>

Williams, J.W. (2012). Integrative care: What the research shows. *North Carolina Medical Journal*, 73(3), 205-206.

Corrigan, P., & Watson, A. (2003). Factors that explain how policy makers distribute resources to mental health services. *Psychiatric Services*, 54(4), 501-507.

Engle, G. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.

- Sagne, C., White, W., & Anthony, W. (2007). Recovery: A common vision for the field of mental health and addictions. *Psychiatric Rehabilitation Journal*, 31(1), 32-37.
- Ludwig, A. (1975). The psychiatrist as physician. *JAMA*, 234(6), 603-604.
- Loch, H., & Sebelius, K. (2010). Promoting prevention through the affordable care act. *New England Journal of Medicine*, 363(14), 1296-1299. 5
- Lorrigan, P., & Watson, A. (2003). Factors that explain how policy makers distribute resources to mental health services. *Psychiatric Services*, 54(4), 501-507.
- Engle, G. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.
- Sagne, C., White, W., & Anthony, W. (2007). Recovery: A common vision for the field of mental health and addictions. *Psychiatric Rehabilitation Journal*, 31(1), 32-37.
- Ludwig, A. (1975). The psychiatrist as physician. *JAMA*, 234(6), 603-604.
- Loch, H., & Sebelius, K. (2010). Promoting prevention through the affordable care act. *New England Journal of Medicine*, 363(14), 1296-1299. 5
- Code of Federal Regulations, 42 CFR, Part 2. Retrieved from: http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&tpl=/ecfrbrowse/Title42/42cfr2_main_02.tpl
- Conover, L.O. (2002). Tarasoff vs. California Board of Regents. *Public health law and ethics: A reader*. Retrieved from: <http://www.publichealthlaw.net/Reader/docs/Tarasoff.pdf>
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- Kaiser Family Foundation. (2011). "History of Health Reform Efforts in the US." Retrieved from: <http://healthreform.kff.org/flash/health-reform-new.html>.
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- The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs): Opportunities for the social work profession. *Practice Perspectives*. Retrieved September 25, 2012 from <http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf>
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- Blakeson V., Frank F.G., & Katz R.E. (2010). Specialty care medical homes for people with severe, persistent mental disorders. *Health Affairs*, 29(5), 867-873.
- Alexander, L. (2011). *Partnering with health homes and accountable care organizations: Considerations for mental health and substance use providers*. Washington, DC: National Council for Community Behavioral Healthcare.
- Buck, J.A. (2011). The looming expansion and transformation of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30(8),1402-10.
- Bruss, B. & Maurer, B. (2010). Healthcare reform and care at the behavioral health—primary care interface. *Psychiatric Services*, 61, 1087-1092.
- Goldman, R.L. (2011). Coordination, integration and collaboration: A clear path for social work in healthcare reform. *Congressional Briefing on the Implications of Healthcare Reform for the Social Work Profession*, Washington, DC.
- Hilo, C., & Wasson, J. (2010). Practice redesign and the patient-centered medical home: History, promises, and challenges. *Health Affairs*, 29(5), 773-777.
- Hirk, M. (2010). *Obama's deal*. Frontline. Arlington, VA: Public Broadcasting Company. Retrieved from: <http://www.pbs.org/wgbh/pages/frontline/obamasdeal/>
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- Reiss-Brennan, B., Briot, P. C., Savitz, L. A., Cannon, W., & Staheli, R. (2010). Cost and quality impact of Intermountain's mental

health integration program. *Journal Of Healthcare Management / American College Of Healthcare Executives*, 55(2), 97-113.

Ataw, D., James, F., Bazargan, S. (2009). The preventive health education and medical home project: A predictive and contextual model for low-income families. *Social Work in Public Health*. 24(6), 491-510.

The Henry J. Kaiser Family Foundation (2010). *Focus on healthcare reform: A summary of the new health reform law*. Menlo Park, CA: Author. 8

West, J. R., Bolin, J. N., Miller, T. R., Gamm, L. D., Siegrist, T. E., & Martinez, L. E. (2010). Review: Medical homes: "Where you stand on definitions depends on where you sit". *Medical Care Research and Review*, 67(4), 393-411.

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 622 Integrated Health Policy and Services
Catalog Description: The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. .
Prerequisites: SWK 521
First Term Offered: Spring 2017
Credit Hours: 3

Course Title/Number	SWK 622 Integrated Health Policy and Services
Semester/Year	Fall 2016
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Course Description: From Catalog

The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. The course builds on policy content offered in the professional foundation year and links policy to practice and research skills. Diversity, inequality, social and economic justice are continuing themes of study in the advanced concentration year. The content of the course reflects the values of the profession and focuses on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness. Theories related to organizational structure and change within an Integrated Behavioral Health environment and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency, and society will be presented. Opportunities for students will be encouraged for direct involvement in the political and organizational processes used to influence policy and delivery systems.

Overview

In 2009, national healthcare expenditures grew 4.0 percent, reaching a level of \$2.5 trillion (\$8,086 per person), and absorbing 17.6 percent of Gross Domestic Product (GDP). Mental health expenditures have increased over time as well (from \$32 billion in 1986 to \$132 billion in 2005), however, they have fallen as a share of all health expenditures (from 7.2 percent to 6.1 percent in the same period) (SAMHSA, 2012). Roughly 50 million Americans (and another 700,000 older adult Americans) lack access to health insurance, which limits their access to quality health and behavioral healthcare. And meeting the long-term care needs of the current older adult population and the large baby boom generation remain a paramount concern. These problems have led to constant strains on the public insurance programs,

Medicare and Medicaid, which are designed to provide access to acute and long-term care for older adults, people with disabilities, and low-income individuals.

The connection between behavioral health and overall health of an individual is clear, yet services have largely remained siloed both within behavioral health (that is, separation of substance abuse and mental health services) and between behavioral health and primary healthcare. In 2009, it was estimated that 11 million U.S. adults (4.8 percent) had serious mental illness; of those, more than a quarter (25.7 percent) had co-occurring substance dependence or abuse, related to either illicit drugs or alcohol. And one out of eight U.S. children (13.1 percent of those aged 8 to 15) had a mental health disorder. Further, it was found that on average, public mental health clients (people served through state mental healthcare systems) die 25 years younger than other Americans (SAMHSA, 2012). Of all individuals, aged 12 years or older 23.1 million (9.1 percent) needed treatment for an illicit drug or alcohol use problem in 2010, but 20.5 million of those did not receive treatment at a specialty facility (e.g., hospital inpatient, drug or alcohol rehabilitation, or mental health centers) in the past year (SAMHSA, 2011).

Perceived problems with our healthcare system pushed national healthcare reform to the top of the policy agenda in the United States in 1993-1994, but the sweeping reforms proposed by President Clinton were ultimately rejected. Since that time a number of incremental reforms have been proposed to alter our healthcare and behavioral health systems and, in March 2010 the Patient Protection and Affordable Care Act (PPACA) was signed into law. Implementation of this new legislation will take place over a number of years, eventually resulting in changes to both the Medicare and Medicaid systems, as well as employer-sponsored and individually-purchased health insurance. Even prior to the PPACA, the payments from all government sources accounted for nearly half of all healthcare spending in the U.S. each year (Kaiser Family Foundation, 2009). The legislation also has the potential to change healthcare and behavioral healthcare systems through integration of services.

Kaiser Family Foundation. (March 2009). *Trends in health care costs and spending*. Retrieved September 25, 2012 from http://www.kff.org/insurance/upload/7692_02.pdf

Substance Abuse and Mental Health Services Administration. (2012). *Mental Health, United States, 2010*. HHS Publication No. (SMA) 12-4681. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Substance Abuse and Mental Health Services Administration. (2011). *Results from the 2010 National Survey on Drug Use and Health: Summary of National Findings*. NSDUH Series H-41, HHS Publication No. (SMA) 11-4658. Rockville, MD: Substance Abuse and Mental Health Services Administration.

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will: Demonstrate an understanding the role of social workers and other professional disciplines within an Integrated Behavioral Healthcare (IBH) environment Competency 1–	Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations	Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service Announcement (PSA) Video Policy Advocacy

<p>Ethical and Professional Behavior</p>		
<p>Students will: Develop an understanding of the history of health policy in the U.S., and the political, economic and social forces that have led to the development of our U.S. healthcare system Competency 3 – Social Justice and Human Rights</p>	<p>Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations</p>	<p>Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service Announcement (PSA) Video Policy Advocacy</p>
<p>Students will: Develop an understanding of current models, major issues and trends in IBH Competency 4 – Practice-Informed Research and Research-Informed Practice</p>	<p>Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations</p>	<p>Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service Announcement (PSA) Video Policy Advocacy</p>
<p>Students will: Demonstrate an understanding of the structure, organization, and funding arrangements of IBH service delivery systems Competency 4 – Practice-Informed Research and Research-Informed Practice</p>	<p>Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations</p>	<p>Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service Announcement (PSA) Video Policy Advocacy</p>
<p>Students will: Understand the importance of addressing health disparities in Health Information Systems (HIS) Competency 2 – Diversity and Difference</p>	<p>Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations</p>	<p>Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service Announcement (PSA) Video Policy Advocacy</p>
<p>Students will: Acquire an understanding of the social worker's role in the formation and implementation of policies within IBH Competency 6 – Engagement</p>	<p>Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations</p>	<p>Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service</p>

		Announcement (PSA) Video Policy Advocacy
Students will: Demonstrate advocacy skills with service providers, community organizations, policy makers, and/or stakeholders related to IBH. Competency 6 – Engagement	Group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations	Annotated Bibliography Opinion Piece Presentation: Interview Team Presentation: Comparing Health Policies Public Service Announcement (PSA) Video Policy Advocacy

Required Texts, Additional Reading, and Other Materials

There is no required text for this course. Required readings are listed under the Course Schedule for each Module

Course Requirements/Due Dates

Week	Module
1	<i>Module 1: Need for Integrated Behavioral Healthcare in the United States</i>
2	<i>Module 1: Need for Integrated Behavioral Healthcare in the United States</i>
3	<i>Module 2: Integrated Behavioral Health Models</i>
4	<i>Module 2: Integrated Behavioral Health Models</i>
5	<i>Module 3: Legislative Background</i>
6	<i>Module 3: Legislative Background</i>
7	<i>Module 4: Patient Protection and Affordable Care Act</i>
8	<i>Module 4: Patient Protection and Affordable Care Act</i>
9	<i>Module 5: Integrated Behavioral Health & Disparities</i>
10	<i>Module 5: Integrated Behavioral Health & Disparities</i>
11	<i>Module 6: Funding for Integrated Behavioral Health Services</i>
12	<i>Module 6: Funding for Integrated Behavioral Health Services</i>

13	Module 7: Implementing Integrated Behavioral Health
14	Module 7: Implementing Integrated Behavioral Health
15	Module 8: Advocacy
16	Module 8: Advocacy

Grading Policy

1. Annotated Bibliography - 100 2. Opinion Piece - 50 3. Presentation: Interview - 150 4. Team Presentation: Comparing Health Policies - 100 5. Public Service Announcement (PSA) Video - 100 6. Policy Advocacy - 100	<ul style="list-style-type: none"> • 540 - 600 points = A grade • 480 - 539 points = B grade • 420 - 479 points = C grade • 360 - 419 points = D grade • Less than 360 points = F grade
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Attendance Policy

Participation in class discussion is a vital part of the learning process and is graded on both in-class and group assignments. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Therefore, attendance and participation is built into the grading system. Attendance and participation are worth 10% of the grade. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time. Participation is also calculated into the 10% based on relevant, appropriate comments/participation that reflect preparation, understanding, and critical thinking; and are supportive of other students' learning and respectful of the values and contributions of others.

Course Schedule

Module 1: Need for Integrated Behavioral Healthcare in the United States

Required Reading

Capoccia, V.A., Grazier, K.L., Toal, C., Ford, J.H., & Gustafson, D.H. (2012). Massachusetts's experience suggests coverage alone is insufficient to increase addiction disorders treatment. *Health Affairs*, 31(5), 1000-1008.

Gawande, A. (2011, January 24). The hot spotters: Can we lower medical costs by giving the neediest patients better care? *The New Yorker*.

Kathol, R.G., Butler, M., McAlpine, D., & Kane, R.L. (2010). Barriers to physical and mental condition integrated service delivery. *Psychosomatic Medicine*, 72, 511-518. 4

Katon, W., Russo, J., Lin, E.H.B., et al. (2012). Cost-effectiveness of a multicondition collaborative care intervention. *Archives of General Psychiatry*, 69(5), 506-514.

Institute of Medicine (2001). *Crossing the quality chasm*. Washington, DC: National Academy Press.

Mechanic, D., & McAlpine, D.D. (2011). Sociology of healthcare reform: Building on research and analysis to improve healthcare. *Journal of Health and Social Behavior*, 51(S), S147-S159.

Nocon, R.S., Sharma, R., Birnberg, J.M., Ngo-Metzger, Q., Lee, S.M., & Chin, M.H. (2012). Association between patient-centered medical home rating and operating cost at federally funded health centers. *JAMA*, 308(1), 60-66.

Reeves, W.C., Strine, T.W., Pratt, L.A., et al. (2011). *Mental Illness Surveillance Among Adults in the United States, Supplements 60(3)*, 1-32. Retrieved from: http://www.cdc.gov/mmwr/preview/mmwrhtml/su6003a1.htm?s_cid=su6003a1_w.

Frontline (PBS). (2009). *Sick around America*. (55 minutes). Retrieved from: <http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>

Williams, J.W. (2012). Integrative care: What the research shows. *North Carolina Medical Journal*, 73(3), 205-206.

Module 2: Integrated Behavioral Health Models

Required Reading

Corrigan, P., & Watson, A. (2003). Factors that explain how policy makers distribute resources to mental health services. *Psychiatric Services*, 54(4), 501-507.

Engle, G. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.

Gagne, C., White, W., & Anthony, W. (2007). Recovery: A common vision for the field of mental health and addictions. *Psychiatric Rehabilitation Journal*, 31(1), 32-37.

Ludwig, A. (1975). The psychiatrist as physician. *JAMA*, 234(6), 603-604.

Koh, H., & Sebelius, K. (2010). Promoting prevention through the affordable care act. *New England Journal of Medicine*, 363(14), 1296-1299. 5

Corrigan, P., & Watson, A. (2003). Factors that explain how policy makers distribute resources to mental health services. *Psychiatric Services*, 54(4), 501-507.

Engle, G. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.

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Module 3: Legislative Background
Required Reading

Code of Federal Regulations, 42 CFR, Part 2. Retrieved from:
http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&tpl=/ecfrbrowse/Title42/42cfr2_main_02.tpl

Conover, L.O. (2002). Tarasoff vs. California Board of Regents. *Public health law and ethics: A reader*. Retrieved from: <http://www.publichealthlaw.net/Reader/docs/Tarasoff.pdf>

Department of Health and Human Services. (2012). *HS settles HIPAA case with BCBST for \$1.5 million*. Retrieved from: <http://www.hhs.gov/news/press/2012pres/03/20120313a.html>

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Department of Health and Human Services. (2009). *The Health Information Technology for Economic and Clinical Health Act*. Retrieved from: <http://www.hipaasurvivalguide.com/hitech-act-text.php>

Tarasoff vs. Regents of the University of California. (1976). In Lawrence O. Gostin, *Public health law and ethics: A reader*. Retrieved from: <http://www.publichealthlaw.net/Reader/docs/Tarasoff.pdf>

National Federation of Independent Business et al. v. Sebelius, Secretary of Health and Human Services, et al. No. 11-393. (2012). Retrieved from:
<http://www.supremecourt.gov/opinions/11pdf/11-393c3a2.pdf>

Conner, C. (March 15, 2012). Healthcare wasn't broken. *Los Angeles Times*. Retrieved from:
<http://articles.latimes.com/2012/mar/15/opinion/la-oe-conover-health-myths-20120315>

McDonough, J.E. (2011). *Inside national health reform*. Millbank Memorial Fund, University of California Press.

Squires, D. A. (2011). *The U.S. health system in perspective: A comparison of twelve industrialized nations*. The Commonwealth Fund. Retrieved from:
http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2011/Jul/1532_Squires_US_hlt_sys_comparison_12_nations_intl_brief_v2.pdf

Frank, Richard G. and Sherry Glied. (2006). Changes in mental health financing since 1971: Implications for policymakers and patients. *Health Affairs*, 25(3), 601-613.

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<http://healthreform.kff.org/flash/health-reform-new.html>.

Light, Donald W. (2011). Historical and comparative reflections on the US national health insurance reforms. *Social Science & Medicine*, 72, 129-132.

Mechanic, D. (2007). Mental health services then and now. *Health Affairs*, 26(6), 1548–1550.

Module 4: Patient Protection and Affordable Care Act **Required Reading**

The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs): Opportunities for the social work profession. *Practice Perspectives*. Retrieved September 25, 2012 from
<http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf>

Health Policy Brief: Accountable Care Organizations. (2010). *Health Affairs*, July 27, 2010. Retrieved September 25, 2012 from
http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=23

The National Association of Social Workers. (2011). The medical home model: What is it and how do social workers fit in? *Practice Perspectives*, 10. 7

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Alexander, L. (2011). *Partnering with health homes and accountable care organizations: Considerations for mental health and substance use providers*. Washington, DC: National Council for Community Behavioral Healthcare.

Buck, J.A. (2011). The looming expansion and transformation of public substance abuse treatment under the Affordable Care Act. *Health Affairs*, 30(8),1402-10.

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Kirk, M. (2010). *Obama's deal*. Frontline. Arlington, VA: Public Broadcasting Company. Retrieved from: <http://www.pbs.org/wgbh/pages/frontline/obamasdeal/>

National Council for Community Behavioral Healthcare. (2010). *Substance use disorders and the person-centered healthcare home*. Washington, DC: Author.

Patient-Centered Primary Care Collaborative (2009). *Proof in Practice: A compilation of medical home pilot and demonstration projects*. Washington, DC: Author

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The Henry J. Kaiser Family Foundation (2010). *Focus on healthcare reform: A summary of the new health reform law*. Menlo Park, CA: Author. 8

Vest, J. R., Bolin, J. N., Miller, T. R., Gamm, L. D., Siegrist, T. E., & Martinez, L. E. (2010). Review: Medical homes: "Where you stand on definitions depends on where you sit". *Medical Care Research and Review*, 67(4), 393-411.

Module 5: Integrated Behavioral Health & Disparities

Required Reading:

Adler, N. E., & Rehkopf, D. H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. *Annual Review of Public Health*, 29, 235-52.

Andrulis et al. (2010). Patient protection and ACA of 2010: Advancing health equity for racially and ethnically diverse populations, Retrieved from:

<http://www.jointcenter.org/sites/default/files/upload/research/files/Patient%20Protection%20and%20Affordable%20Care%20Act.pdf>

Ruffin, J. (2011). *Fiscal Year 2012 Budget Request. National Institute of Mental Health and Health*

Disparities. Retrieved from:

http://www.nimhd.nih.gov/about_ncmhd/Congressional%20Testimony%20%205-11-11.pdf

Community Partnerships for Older Americans. (2011). *Health disparities*. Retrieved from:

<http://www.partnershipsforolderadults.org/resources/levelthree.aspx?sectionGUID=f59d8a94-bd5f-464e-80bb-0c27eadc4566>

Frederick-Goldsen, K., et al. (2011). The aging and health report: Disparities and resilience among

LGBT older adults. Retrieved from:

http://www.lgbtagingcenter.org/resources/pdfs/LGBT%20Aging%20and%20Health%20Report_final.pdf

Healthy People 2020. (2010). *Disparities*. Retrieved from:

<http://healthypeople.gov/2020/about/DisparitiesAbout.aspx>

Kataoka, et al. (2002). Unmet need for mental healthcare among U.S. children: Variation by ethnicity and insurance status. *American Journal of Psychiatry*, 159(9), 1548-1555.

National Council of La Raza. (2006). *Critical disparities in Latino mental health: White paper*.

Retrieved from: <http://www.csulb.edu/centers/latinohealth/WP-Latino%20Mental%20Health-FNL.PDF>.

Miranda et al. (2008). Mental health in the context of health disparities. *American Journal of Psychiatry*, 165(9), 1102-1108. 9

Agency for Healthcare Research and Quality. (2011). *National Healthcare Disparities Report 2011*, Rockville, MD: AHRQ Publication. Retrieved from: <http://www.ahrq.gov/qual/nhdr11/nhdr11.pdf>

Ortega, A. (2009). “. . . And healthcare for all: Immigrants in the shadow of the promise of universal healthcare.” *American Journal of Law and Medicine*, 35(1): 185-204.

Reschovsky, J. D., & O’Malley, A. S. (2008). Do primary care physicians treating minority patients report problems delivering high quality care? *Health Affairs*, 26(3), 222-231.

Smedley, B. D, Stith, A. Y., & Nelson, A. R. (Eds.). (2002). *Unequal treatment: Confronting racial and ethnic disparities in healthcare*. Washington, DC: National Academies Press.

Module 6: Funding for Integrated Behavioral Health Services
Required Reading

Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). The triple aim: Care, health, and cost.” *Health Affairs*, 27(3), 759-769.

Croft, B., & Parish, S. (2011). Care Integration in the Patient Protection and Affordable Care Act: Implications for Behavioral Health. *Administration and Policy in Mental Health and Mental Health Services Research*, 1-6.

Hamblin, A., Verdier, J., & Au, M. (2011). State options for Integrating Physical and Behavioral Healthcare. *Integrated Care Resource Center. Technical Assistance Brief*, 1-12.

Lieberman, S., & Bertko, J. (2011). Building regulatory and operational flexibility into accountable care organizations and “shared savings.” *Health Affairs*, 30(1), 23-31.

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Module 7: Implementing Integrated Behavioral Health

Required Reading

Aarons, M., Sommerfeld, D., & Willging, C. (2011). The soft underbelly of system change: The role of leadership and organization climate in turnover during statewide behavioral health reform. *Psychological Services, 8*(4), 269-281.

Begley, C. E., Hickey, J. S., Ostermeyer, B., Teske, L. A., Vu, T., Wolf, J., & Rowan, P. J. (2008). Best practices: Integrating behavioral health and primary care: The Harris county community behavioral health program. *Psychiatric Services, 59*(4), 356-8.

Bronstein, L.R. (2003). A Model for Interdisciplinary Collaboration. *Social Work, 48*(3). pp. 297-306.

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http://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/docs/02-24-2012_cidp_lessons_learned_CIDP.pdf

Center for Rehabilitation and Recovery. (2012). *What consumers need to know about health homes*. New York, NY: Coalition for Behavioral Health Agencies.

Druss B.G., Zhao, L., von Esenwein, S.A., Bona, J.R., Fricks, L., Jenkins-Tucker, S., Sterling, E.,

Diclemente, R., & Lorig, K. (2010). The Health and Recovery Peer (HARP) Program: A peer-led intervention to improve medical self-management for persons with serious mental illness. *Schizophrenia Research, 118*(1-3), 264-70.

Druss, B. G., Von Esenwein, S. A., Compton, M. T., Rask, K. J., Zhao, L., & Parker, R. M. (2010). A randomized trial of medical care management for community mental health settings: The primary care access, referral, and evaluation (PCARE) study. *American Journal of Psychiatry, 167*(2), 151-159.

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Miller B. F., Kessler R., Peek C. J., & Kallenberg, G. A. (2011). *A national agenda for research in collaborative care: Papers from the collaborative care research network research development conference*. AHRQ Publication No. 11-0067. Rockville, MD: Agency for Healthcare Research and Quality.

Molfenter, T., Capoccia, V., Boyle, M., & Sherbeck, C. (2011). The readiness of addiction treatment agencies for healthcare reform. *Substance Abuse Treatment, Prevention, and Policy, 7(16)*.

Nutting, P., Crabtree, B., Miller, W., Strange, K., Stewart, E., & Jaen, C. (2011). Transforming physician practice to patient-centered medical homes: Lessons from the National Demonstration Project. *Health Affairs, 30(3)*, 439-445.

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Peikes, D., Zutshi, A., Genevro, J., Smith, K., Parchman, M., & Meyers, D. (2012). *Early evidence on the patient-centered medical home*. AHRQ Publication No. 12-0020-EF. Rockville, MD: Agency for Healthcare Research and Quality.

SAMSHA-HRSA Center for Integrated Health Solutions (2012). *Behavioral Health Homes for People with Mental Health & Substance Use Conditions: The Core Clinical Features*. Washington, DC: Author.

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Torres T. (2009). *A Model for Self-Management Support in the Patient-Centered Medical Home*. Grand Blanc, MI: Genesys Health Network. Retrieved from: www.genesys.org/GRMCWeb.nsf/HealthWorks_Overview.pdf.

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Module 8: Advocacy

Required Reading

Jansson, B. (2010). *Becoming an effective policy advocate*. Chapter 3. Belmont, CA: Brooks/Cole.
Jansson, B. (2011). *Improving healthcare through advocacy*. Chapters 12-14. Hoboken, NJ: Wiley.

Useful Websites

AHRQ: The Academy Integrating Behavioral Health and Primary Care

<http://integrationacademy.ahrq.gov/>

ARHQ: Patient Centered Medical Home Resource Center

www.pcmh.ahrq.gov/portal/server.pt/community/pcmh_home/1483

California Integrated Behavioral Health Project

<http://ibhp.org/index.php?section=pages&cid=152>

The Commonwealth Fund

<http://www.commonwealthfund.org/>

CSWE PPACA of 2010: A Guide for Social Workers

<http://www.cswe.org/File.aspx?id=48334>

Henry J. Kaiser Family Foundation: *Health Reform Source*

<http://healthreform.kff.org/>

Integrated Care Resource Center (CMS)

<http://www.integratedcareresourcecenter.com/Default.aspx>

Massachusetts Blue Cross Blue Shield Health Reform

<http://bluecrossmafoundation.org/Health-Reform/Lessons.aspx>

National Standards on Culturally and Linguistically Appropriate Services (CLAS)

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>

The New York Times: Healthcare Reform

http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health_insurance_and_managed_care/health_care_reform/index.html

Patient-Centered Primary Care Collaborative

www.pcpcc.net/

PBS Unnatural Causes

http://www.pbs.org/unnaturalcauses/explore_learn.htm

Robert Wood Johnson: Health Policy Connection

<http://www.rwjf.org/healthpolicy/coverage/index.jsp>

SAMHSA-HRSA Center for Integrated Health Solutions

<http://www.integration.samhsa.gov/>

The University of Washington AIMS Center

<http://uwaims.org/index.html>

CDC: The State of Mental Health and Aging in America

<http://apps.nccd.cdc.gov/MAHA/MahaHome.aspx>

UCLA Health Policy Institutes: Health Disparities

<http://www.healthpolicy.ucla.edu/SearchResults.aspx?keywords=Health+disparities+mental+health&page=1>

VI. Assignments

1. Annotated Bibliography

Each student will select a major health/mental health policy issue to serve as his/her focus. Potential topics are listed below. Each student will need to find at least *8 articles from academic journals*, at least *2 from popular press sources* (may be from the web if they also appear in print, such as an article from the New York Times), and at least *1 source of information from a national, state, or local non-profit or governmental organization* that primarily focuses on this topic (may be a webpage or informational literature).

- Your bibliography will consist of a problem statement, an introduction to the issue, and a comprehensive annotated bibliography from a variety of fields.
- In your introduction, construct an overview of your identified health policy issue and its relationship to the health of the American public.
- Describe the incidence and prevalence of the problem.
- Include the following parameters: identification of at-risk populations; identification of risk factors, causes, known prevention measures; any efficacious evidence-based diagnosis and treatment that may or may not be available for the at-risk population and this specific health problem.
- What situations/barriers exist in the community that prevent elimination or decrease in this health problem?
- What situations/supports exist in the community that facilitate prevention, elimination or decrease in this health problem?
- Each annotation will consist of a 1-2 paragraph summary of the article in your own words and a 1-2 paragraph critical discussion of the article which may include how the article fits into the existing literature, or highlight the major contribution of the article to the literature, or discuss some element of the methodology or approach used in the article.

Possible topics include: Prescription drug coverage for older adults; the right to die / assisted suicide; policies related to substance abuse or addiction; mental health parity; policies related to genetic screening; stem cell research; poverty and child healthcare/health disparities; health insurance coverage; denial of care; access to care; health reform (any aspect); CLASS Act (part of the ACA); health disparities; disability policy (health aspects); gun control; obesity; comorbid health/mental health disorders; inequities in AIDS care (or any other medical/mental healthcare); smoking/drug policies in the U.S. (or another country); domestic violence policies; healthcare for the incarcerated / the homeless / for undocumented immigrants; teen pregnancy / reduction policies; reproductive health issues / women's health issues; innovations in long term care for older adults; environmental health (how the environment we live in, including infrastructure, affects health and mental health). 16

2. Opinion Piece

Students are to write an opinion piece on their impressions of the Affordable Care Act. Paper should address their personal opinion of the ACA, what they believe to be true about the Act and their opinion as to whether or not this is a good law.

3. Presentation: Interview

Conduct an interview with a relative who is at least 65 years old. Ask them the following questions and summarize their answers in your short 10 minute presentation to the class. Goal is for the instructor to use the presentations to illustrate how the older population deals with their medical issues, Medicare, insurance coverage and to illustrate a wide variety of opinions about the ACA and the expectations.

How do they pay for their health insurance?

How much money do they have to spend, during an average month, for out of pocket health related costs, including co-pays, prescription drugs, over the counter medications/supplies.

Has there been a time in their lives when they had health insurance and in their opinion was the coverage better than what they have currently? Have them give a description of the coverage.

Ask them their opinion of the Affordable Healthcare Act and what they hope to gain because of its passage.

If they could fix the healthcare system, what would they do?

Describe a medical emergency that has occurred in their lives, the condition or medical issue, the length of time of the recovery, the estimated cost for the medical treatment, any challenges that happened as a result of the medical emergency and how the medical emergency cost was paid for by the individual or family member.

4. Team Presentation: Comparing Health Policies

Form teams of 2-3 students. Each team is expected to do a comparison between the Affordable Care Act elements as upheld by the US Supreme Court in its July 2012 decision to one of the countries mentioned in the charts found in the David Squires Article, *The US Health System in Perspective: A Comparison of Twelve Industrialized Nations*, published by the Commonwealth fund. The teams should identify the top 5 strengths in the ACA and then compare and contrast these 5 strengths to the country's healthcare policies they have decided to analyze. Student teams will then develop a 15-20 minute presentation for the class outlining the similarities and differences and present their findings to the class for discussion. 17

5. Public Service Announcement (PSA) Video

This assignment will be completed in teams of *no more than 3 students*. You can complete it on your own, if desired.

By completing this assignment you will:

- Be able to use a video camera and digital video editing software
- Understand how pen and paper, live visuals, and electronic texts work together to provide public information
- Display your understanding of theory and information from our class and other resources and incorporate these into a practical application

You will be given somewhat limited resources to complete this project, with limited time possibly the greatest constraint. Keep your design as simple as possible. Don't be too ambitious.

There will be three components to this project: a digital video, a presentation to the class, and an evaluation of the process.

Your ultimate goal is to produce a 1 to 2 minute original video dealing with an important health policy topic in a public service announcement type format. Each video will need to either provide information on the topic or create a persuasive argument for change. You must create at least some of your own material by filming. This may be combined with material available on the internet. The end result must contain some film you shot and must be your own creation. Do not use copyrighted material (with an exception for music if needed). Do not film anyone without their permission. Do not film on private property (unless your own or you have permission). No swearing, no violence.

Steps:

It helps if your topic either matches the topic of your policy paper or is something you know quite a lot about, so choose wisely.

Research. Start by thinking about the following questions:

- What did you find in your research that surprised you?
- How does this information conflict with your beliefs?
- How are the facts different that you expected?
- How might this issue/problem be solved?
- Is there a local or national agency/organization that deals with this issue?

If addressing a specific problem, you may try to ask/address questions that are aimed at finding explanations for the problem you are exploring, such as:

- How can you explain . . . ?
- What steps can you take to find explanations?
- What rationale can you give for . . . ?

Or, you may ask imaginative, speculative, and exploratory questions, such as:

What are some ways to promote . . . ?

What would you do if you were in charge?

Can you imagine all the benefits if . . . ?

Plan your project using the PSA Outline. Decide on a “plot.” Think about who your target audience is and what message you want to communicate. What should your video achieve, and how? Use the Persuasion Map to plan your storyboard, filling in your Outline as follows:

- Section 1: What type of words should flash across the screen to put across the message or your *goal*? Think of a catchy phrase or slogan.
- Section 2: How could you discuss the *reasons* in the video? How do you convince people to listen to your message?
- Section 3: What are your *facts*? How will you share these facts dramatically?

Complete filming and/or compiling of images for your video. Edit to the appropriate length.

Include a credits screen with resources (not included in the time cap).

Present your video on the last day of class. The final video and all worksheets should be burned onto a CD. Keep in mind that some video formats store the final version in *multiple* files.

During/after the presentations, each student will fill out the Evaluation Rubric (for videos created by other students) and the Reflecting on the Process sheet (for their own project).

Sources:

Brownstein, David. CAP-Foundations 103 Video Assignment: eWaste Public Service Announcement. Available: www.brownstein.ca/teaching/103video-assignment.pdf. See example videos at http://ca.youtube.com/profile_videos?user=capubc.

Kozdras, Deborah. MyTube: Changing the World with Video Public Service Announcements.

Available: <http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-1069.html> 19

6. Policy Advocacy

This learning activity involves taking an advocacy position on a particular policy issue, proposing a task that addresses the issue, and carrying out that activity. This assignment can be done in groups of 4-6 or as a class. You will:

Choose a current health policy area related to integrated behavioral healthcare that interests you. It can be at the federal, state, county, local, and/or agency level. Examples include: addressing health literacy and the ACA, prescription drugs and integrative medicine practices, need for trained health professionals in rural areas. The policy/issue being targeted must be a social justice issue, either in relation to a vulnerable population or a social problem.

Write a brief proposal that includes:

- Statement of the policy, problem, and/or issue
- A historical context of the policy, problem, and/or issue
- The significance of the problem or issue to you both personally and professionally
- The social justice implications of the problem or issue
- The task(s) that you will perform relative to the policy or issue.

Once your proposal is returned and approved by the instructor, carry out the proposed task.

After you perform the task, evaluate its effectiveness in relation to the policy/issue. Write a paper that includes what you learned by carrying out this task. Attach additional items such as news releases, letters, legislative testimony, position papers, etc., that you developed.

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: 623

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: MILITARY MENTAL HEALTH AND THE IMPACT OF TRAUMA

Alpha Designator/Number: ^{SWK} 6 2 3

Title Abbreviation: M I L M H & I M A C T O F T R A U M A
(Limit of 25 characters and spaces)

Course Catalog Description: THE COURSE EXPLORES THE EFFECTS OF DEPLOYMENT AND COMBAT STRESS ON THE PHYSICAL AND MENTAL HEALTH OF ACTIVE DUTY U.S. SERVICE MEMBERS AND THEIR FAMILIES
(Limit of 30 words)

Co-requisite(s): NONE



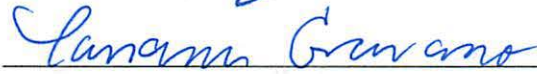

First Term to be Offered: FALL 2016

Prerequisite(s): ^{SWK 501 and 511} 500 LEVEL COURSES 613 & 614

Credit Hours: 3

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>4/13/15</u>
Graduate Council Chair 	Date <u>5-20-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 623

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)

Analyze the impact of risk and resilience on the development of difficulties related to military service
Evaluate the impact of combat experience on the individual and his/her family.
Appraise the behavioral manifestation of the injuries associated with combat and trauma.
Distinguish the psychosocial factors that impact how individuals respond to trauma.
Evaluate the relationship between such disorders as PTSD and substance abuse in military personnel.
Distinguish problems that are encountered by military personnel and their families across the lifespan

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

Week One	Introduction
Week Two	Risk and Resilience
Week Three	Traumatic Brain Injury
Week Four	Post-Traumatic Stress Disorder, Part 1
Week Five	PTSD Part 2
Week Six	Dual Disorders, Part 1
Week Seven	Dual Disorders, Part 2
Week Eight	Other Behavioral Issues
Week Nine	Special Populations
Week Ten	Substance Abuse
Week Eleven	Substance Abuse Treatment
Week Twelve	Special Populations
Week Thirteen	Children and Families
Week Fourteen	Student Projects
Final Exam	

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

Foa, E. B., Friedman, M. J., & Cohen, J. A. (2009). (2nd ed.). *Effective treatments for PTSD: Practice guidelines from the international society for traumatic stress studies*. New York: Guilford Press

Najavits, L. (2001). *Seeking safety: A treatment manual for PTSD and substance abuse*. New York: Guilford Press.

The Borden Institute (2011). *Combat and operational behavioral health*. Office of the Surgeon General, United States Army. Available online. Chapters will be posted in Blackboard.

Hoge, C.W. (2010). *Once a warrior always a warrior: Navigating the transition from combat to home including combat stress, PTSD, and TBI*. Guilford, Connecticut: Globe Pequot Press.

Rubin, A., Weiss, E. L., & Coll, J. E. (2013). *Handbook of military social work*. Hoboken, NJ: John Wiley & Sons, Inc..

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

Lecture, Simulated Client Lab, written assignments

Three primary instructional methods will be used in class: (1) Critical discussion, interaction and transaction among the instructor and students; (2) Didactic presentation by the instructor; and (3) Student reflection. These primary methods will be supplemented with panels and guest speakers, presentation of student experiences/exercises, and analysis of lay and media portrayals relative to actual military experiences and lifestyles

⋮

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

Reading Quizzes

Online Discussion Board

Class participation Special Populations Paper and Presentation (Group Project)

Film Assignment

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

Not Applicable

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

Bernhardt, A. (2009). Rising to the challenge of treating OEF/OIF Veterans with co-occurring PTSD and substance abuse. *Smith College Studies in Social Work*, 79(3), pp. 344-367.

Bray, R.M.; Hourani, L.L. (2007). Substance use trends among active duty military personnel: findings from the United States Department of Defense Health Related Behavior Surveys, 1980-2005.

Bride, B. & Figley, C. R. (2009). Secondary trauma and military veteran caregivers. *Smith College Studies in Social Work*, 79(3/4), 314-329.

Calhoun, P.S.; Stechuchak, K.M.; Strauss, J.; Bosworth, H.B.; Marx, C.E.; Butterfield, M.I. (2007). Interpersonal trauma, war zone exposure, and posttraumatic stress disorder among veterans with schizophrenia. *Schizophrenia Research*, 91(1), pp. 210.

Hoge, C.W., McGurk, D., Thomas, J.F. Cox, A.L., Engel, C.C. & Castro, C. (2008). Mild traumatic brain injury in U.S. soldiers returning from Iraq. *New England Journal of Medicine*, 358(5), 453-463.

In C. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp. 150-177). New York: Brunner/Mazel. Tripp, E.F. (2008). *Surviving Iraq: Soldiers' stories*, pp. 183-191- Losing another woman; pp. 200-206- Treating soldiers with PTSD). Northampton, MA: Olive Branch Press.

Friedman, M. Posttraumatic Stress Disorder: An Overview. <http://www.ptsd.va.gov/professional/pages/ptsd-overview.asp>. United States Department of Veterans Affairs.

• Feczer, D. and Bjorklund, P. (2008). Forever Changed: Posttraumatic Stress Disorder in Female Military Veterans, A Case Report. *Perspectives in Psychiatric Care*, 45(4), pp. 278-291.

Jaffee, M.S.; Meyer, K. S. (2009). A brief overview of Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD) within the Department of Defense. *The Clinical Neuropsychologist*, 23(8), pp. 1291-1298.

Jones, K.D.; Young, T., and Leppma, M. (2010). Mild Traumatic Brain Injury and Posttraumatic Stress Disorder in returning Iraq and Afghanistan war veterans: Implications for assessment and diagnosis. *Journal of Counseling & Development*, 88(3), pp. 372-376.

Nunnink, S.E.; Goldwaser, G.; Heppner, P.S. Pittman, J.O.E., Nievergelt, C.M.; Baker, D.G. (2010). Female veterans of the OEF/OIF conflict: Concordance of PTSD symptoms and substance misuse. *Addictive Behaviors*, 35, pp. 655-659.

Palmer, C. (2008). A theory of risk and resilience factors in military families. *Military Psychology*, 20, pp. 205-217.

Pearlman, L.A. & Saakvitne, K. W. (1995). Treating therapists with vicarious traumatization and secondary traumatic stress disorders

Pietrzak, R.H.; Johnson, D.C.; Goldstein, M.B.; Malley, J.C., Rivers, A.J.; Morgan, C.A.; Southwick, S.M. (2009). Psychosocial buffers of traumatic stress, depressive symptoms, and psychosocial difficulties in veterans of Operations Enduring Freedom and Iraqi Freedom: The role of resilience, unit support and postdeployment social support. *Journal of Affective Disorders*, 120, pp. 188-192.

Rubin, A., Weiss, E. L., & Coll, J. E. (2013). Handbook of military social work. Hoboken, NJ: John Wiley & Sons, Inc., Chapter 10.

Tyson, J. (2007). Compassion fatigue in the treatment of combat-related trauma during wartime. *Clinical Social Work Journal*, 35 (3), 183-192.

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the

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

Prerequisites

Department Social Work

Course Number and Title: SWK 623 Military Mental health and the Impact of Trauma

Catalog Description This course provides state-of-the-art information about problems and disorders encountered by veterans and military personnel. This includes information about the signature injuries associated with current and past conflicts, as well as information about problems encountered in family life

Prerequisites: SWK 501 & 511

First Term Offered: Fall 2016

Credit Hours 3

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: 631

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: INTEGRATED HEALTHCARE: MODELS AND PRACTICE

Alpha Designator/Number:

6	3	1							
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Title Abbreviation:

I	N	T		H	E	A	L	T	H		M	O	D	E	L	S		&		P	R	A	C	T
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THIS COURSE PREPARES SOCIAL WORKERS TO WORK COLLABORATIVELY WITH CROSS DISCIPLINARY TEAMS OF PROVIDERS. SOCIAL WORKERS WILL BE PREPARED TO WORK IN A VARIETY OF ROLES AND FUNCTIONS, AND POSSESS THE NECESSARY SKILLS TO ENGAGE WITH HIGHLY DIVERSE POPULATIONS.

Co-requisite(s): NONE

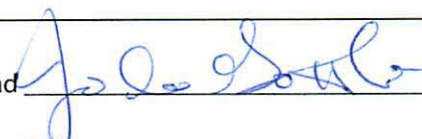
First Term to be Offered: FALL 2016

Prerequisite(s): ~~500 LEVEL COURSES 613 & 614~~ ^{SWK 631, 501 and 511} Credit Hours: 3

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

3/25/15

Registrar

 440701

Date

3/26/15

College Curriculum Chair



Date

4/3/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 631

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.

No additional resources are required at this time

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

<p>Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues Competency 1—Demonstrate Ethical and Professional Behavior</p>
<p>Students will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities</p>
<p>Students will develop competencies in engaging and supporting patients across a range of health conditions Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Students will gain experience and skills necessary to be effective in a variety of roles in primary care behavioral health (care managers, health coaches, patient advocates, counselors, team leaders). Competency 2 –Engage Diversity and Difference in Practice Competency 1—Demonstrate Ethical and Professional Behavior</p>

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

1. Introduction to Integrated Healthcare and the Culture of Health
2. The Role of Social Work in Integrated Healthcare
3. Theories, Perspectives, and Practice Models in Integrated Healthcare
4. Engagement and Relationship Building in Integrated Healthcare
5. Comprehensive Assessment
6. Structured Assessments and Screenings
7. Common Behavioral Health Conditions in Primary Care
8. Cross-Cultural Issues in Integrated Healthcare
9. Medication and Integrated Healthcare
10. Care Planning and Documentation
11. Interventions in Integrated Healthcare
12. Motivational Interviewing Part 1
13. Motivational Interviewing Part 2
14. Complementary and Alternative Body-Mind-Spirit Interventions
15. Evaluation of Client Progress and Social Worker Effectiveness

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

- 1) Curtis, R., & Christian, E. (Eds.). (2012). *Integrated Care: Applying Theory to Practice*. New York: Routledge.
- 2) Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobbmeyer, A.C. (2009). *Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention*. Washington, DC: American Psychological Association.

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

Lecture, Simulated Client Lab, written assignments

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

Module 1: Build a Student Homepage
Module 5: Assessment case paper
Module 9: Medication Scenario
Module 11: Intervention case paper

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

Not Applicable

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

Anandarajah, G., & Hight, E. (2001). Spirituality and medical practice: Using the HOPE questions as a practical tool for spiritual assessment. *American Family Physician*, 63 (1), 81.

Bliss, D.L., & Pecukonis, E. (2009). Screening and brief intervention practice model for social workers in non-substance-abuse practice settings. *Journal of Social Work Practice in the Addictions*, 9(1), 21-40.

Barrio, F., Suchman, A.L., Espstein, R.M. (2004). The Biopsychosocial Model 25 Years Later: Principles, Practice and Scientific Inquiry. *Annals of Family Medicine*, 2(6), 576-582.

Summings, N., O'Donohue, W., Hayes S. C., & Follette, V. (Eds.)(2001). *Integrated Behavioral Healthcare: Positioning Mental Health Practice with Medical/Surgical Practice*. Academic Press: American Psychological Association.

Goldberg, M. (1998). *The Art of the Question: A Guide to Short-Term Question-Centered Therapy*. New York: John Wiley & Sons. Pp 3-55.

Paidet, P. & Paterniti, D. (2003). "Building" a History rather than "Taking" One A Perspective on Information Sharing During the Medical Interview. *Archives of Internal Medicine*, 163 (10), 1134-1140.

Rodge, D. R. (2001a). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. *Social Work*, 46 (3), 203-15.

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 631 Integrated Health Care: Models and Practice

Catalog Description: This course prepares Social Workers to work collaboratively with cross disciplinary teams of providers, are prepared to work flexibly in a variety of roles and functions, and possess the necessary skills to engage with highly diverse populations.

Prerequisites: SWK 501 & 511

First Term Offered: Fall 2016

Credit Hours 3

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: 633

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED CLINICAL SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

Alpha Designator/Number: ^{SWK}

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Title Abbreviation:

A	D	V		C	L	I	N		S	W		P	R	A	C	T		I	N	D		F	A	M
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(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words) **THIS COURSE BUILDS UPON FIRST YEAR HUMAN BEHAVIOR AND PRACTICE FOUNDATION COURSES FROM A TRANS-DISCIPLINARY PERSPECTIVE. THE GOAL IS TO FACILITATE INTEGRATING THIS KNOWLEDGE WITH ADVANCED ANALYSIS OF RESEARCH AND THEORY FOR SOCIAL WORK PRACTICE IN HEALTHCARE SETTINGS.**

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s): ^{SWK 501 and SWK 511}
500 LEVEL

Credit Hours: 3

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 <u>J. DeBorde</u>	Date <u>3/25/15</u>
Registrar <u>Roberta Ferguson 440701</u>	Date <u>3/26/15</u>
College Curriculum Chair <u>Lananna Gravano</u>	Date <u>4/3/15</u>
Graduate Council Chair <u>T. Christofero</u>	Date <u>5-20-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 633

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.

No additional resources are required at this time

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

See Syllabus

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

1. Introduction to Integrated Healthcare and the Culture of Health
2. The Role of Social Work in Integrated Healthcare
3. Theories, Perspectives, and Practice Models in Integrated Healthcare
4. Engagement and Relationship Building in Integrated Healthcare
5. Comprehensive Assessment
6. Structured Assessments and Screenings
7. Common Behavioral Health Conditions in Primary Care
8. Cross-Cultural Issues in Integrated Healthcare
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10. Care Planning and Documentation
11. Interventions in Integrated Healthcare
12. Motivational Interviewing Part 1
13. Motivational Interviewing Part 2
14. Complementary and Alternative Body-Mind-Spirit Interventions
15. Evaluation of Client Progress and Social Worker Effectiveness

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

Person, T. S., McCoyd, J. L. M., & Associates (2010). *Social work in health settings: Practice in context* (3rd ed.). New York, NY: Routledge.

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

Lecture, Simulated Client Lab, written assignments

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

Presentation and 2-Page Analysis\of Current Health Event

Midterm

Group Presentation

Final Paper

Class Participation

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

Not Applicable

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

Beder, J. (2006). *Hospital social work: The interface of medicine and caring*. New York, NY: Routledge.

D'Ambruso, S. (Ed.) (2006). *Handbook of social work in health and aging*. New York, NY: Oxford University Press.

Egan, M. (2010). *Evidence-based interventions for social work in health care*. New York, NY: Routledge.

Gehlert, S., & Browne, T. A. (Eds.). (2006). *Handbook of health social work*. New York, NY: Wiley.

Kolb, P. J. (2007). *Social work practice with ethnically and racially diverse nursing home residents and their families*. New York, NY: Columbia University Press.

Loretz, L. (2005). *Primary care tools for clinicians: A compendium of forms, questionnaires and rating scales for everyday practice*. St. Louis, MO: Mosby.

Poindexter, C. C. (2010). *Handbook of HIV and social work: Principles, practice and populations*. New York, NY: Wiley.

Pritchard, C. (2006). *Mental health social work: Evidence-based practice*. New York, NY: Routledge.

Rehr, H., & Rosenberg, G. (2006). *The social work-medicine relationship: 100 years at Mount Sinai*. New York, NY: Haworth Press.

Rollnic, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York, NY: Guilford Press.

Sobo, E. J., & Loustaunau, M. O. (2010). *The cultural context of health, illness and medicine*. Santa Barbara, CA: Praeger

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 633 Advanced Clinical Social Work Practice in Behavioral Healthcare with Individuals and Families

Catalog Description: This course builds upon first year Human Behavior and Practice foundation courses from a trans-disciplinary perspective. The goal is to facilitate integrating this knowledge with advanced analysis of research and theory for social work practice in health care settings serving rural and underserved populations.

Prerequisites: SWK 501 & 511

First Term Offered: Fall 2016

Credit Hours 3

Course Title/Number	SWK 633 Advanced Clinical Social Work Practice in Behavioral Healthcare with Individuals and Families
Semester/Year	Fall 2016
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Catalog Description

Evaluation of theory, best practices, emerging issues, and skill development in health settings; interaction among cultural, socioeconomic, and organizational factors. Prerequisites – SWK 501 & 511

Course Description

This course builds upon first year Human Behavior and Practice foundation courses from a trans-disciplinary perspective. The goal is to facilitate integrating this knowledge with advanced analysis of research and theory for social work practice in health care settings serving rural and underserved populations. The content of the course will include current and emerging health behavior theory, research, and practice specific to a variety of health related settings and to populations diverse on gender, age, ethnicity, sexual orientation and health status. Theories of behavior change will be related to research and practice across micro, meso, and macro practice arenas. A strengths resilience orientation will be presented relevant to all groups.

The goal is the development of a culturally relevant and evidence-based practitioner able to work at micro, meso and macro levels in health. Skills will include interviewing, social support and psycho-educational interventions with individuals and groups. Supportive context will include the varied roles of social workers in health care including team membership, collaboration, case management, advocacy and leadership. These integrated Behavior Practice skills will be adapted to assess, diagnose, engage, and treat populations such as the terminally and chronically ill, frail elderly, disabled, women, men, children, adolescents, and gay, lesbian, bisexual, transgender, and questioning persons, utilizing culturally relevant ecological perspectives. Ethical dilemmas involving right to life, right to die, advance directives, life support, surrogacy and other issues will be discussed. Self-determination, informed consent, social justice for oppressed populations, confidentiality and other social work values will be integrated into class learning.

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will gain an understanding of an advanced theoretical base for helping individuals, families, and groups in varied health care settings Competency 7 – Assessment	Students will articulate an understanding of bio-psychosocial and ecological perspectives focused on assisting individuals and families in health care settings	Students will demonstrate techniques through role play, class presentations, and written assessments
Students will gain an understanding of methods for constructing a rationale of selection and identification of critical elements of application and evaluation of practice approaches for work with individuals, couples, families, and groups, including (but not limited to) bereavement issues, crisis intervention, problem-solving, group, and stress management. Competency 4 – Practice-Informed Research and Research-Informed Practice	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Students will practice analyzing models of assessment, prevention, intervention, and evaluation	Students will demonstrate this outcome by utilizing effective oral and written communication of their rationales for practice approaches in working with individuals, families, groups, organizations, communities, and colleagues through role play, class presentations and written assessments
Students will articulate personal and professional values and promote the skills required to perform as valued professionals in a trans-disciplinary setting including critical analysis of evidence-based alternatives, non-traditional health care practices of various cultural groups. Competency 1– Ethical and Professional Behavior	Students will practice personal reflection and self-correction to ensure continual professional development	Students will demonstrate techniques through role play, and class presentations, written assessments, and class participation
Students will increase their knowledge of community resources for purposes of consultation, collaboration, advocacy, referral, and networking on behalf of clients and families and reinforce the need for lifelong learning resources to sustain excellence in current clinical practices as well as contribute to evolution of trends in the	Students will practice using effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. Students will practice engagement which will substantively and affectively prepare them for interfacing with individuals, families, groups, organizations, and	Students will demonstrate techniques through role play, and class presentations and written assessments

health and social work fields (such as Internet-related sources, professional associations, conferences, and journals Competency 6 – Engagement	communities. Students will practice their use of empathy and other interpersonal skills.	
Students will demonstrate awareness of self as it impacts professional practice and ethical decision-making. Competency 1– Ethical and Professional Behavior	Through the application of a strengths/resilience approach to analyze the social worker role	Students will demonstrate techniques through role play, and class presentations and written assessments

Required Texts, Additional Reading, and Other Materials

Kerson, T. S., McCoyd, J. L. M., & Associates (2010). *Social work in health settings: Practice in context* (3rd ed.). New York, NY: Routledge.

Recommended Readings

Students are expected to read journal articles that relate to the current discussion about the role of social work in the health care environment and the impact of public policy on health care social work practice. Students should come prepared to discuss the media's presentation of these issues. In addition, students should become familiar with the literature in this area. In particular, the following journals are especially pertinent:

- American Journal of Public Health
- Community Mental Health Journal
- Health Affairs
- Health and Social Work
- Journal of the American Medical Association (JAMA)
- Journal of Health and Social Behavior
- Journal of Health and Social Policy
- New England Journal of Medicine (NEJM)
- Social Science and Medicine
- Social Work and Health Care

Course Requirements/Due Dates

Assignment	Due Date	% of Final Grade
Assignment 1: Presentation and 2-Page Analysis of Current Health Event	Assigned Weekly	5%
Assignment 2: Midterm	Unit 7	30%
Assignment 3: Group Presentation	Units 8-14	25%
Assignment 4: Final Paper	1 week after final unit	30%
Class Participation	Ongoing	10%

Grading Policy

Class Participation (10% of Course Grade)

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Attendance Policy

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this seminar may receive a no credit. A student who is tardy three or more times to seminar may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this seminar.

This is a learner-centered course. For most class Units a packet of specialized resources is available for student review. Class participation is expected which means that a synthesis of readings and application is demonstrated.

Course Schedule

Assignment 1: Presentation and 2-Page Analysis of Current Health Event

Retrieve a current event article from a reputable news source (newspaper or news website, or magazine like Time, etc.), something that has arisen in the past week, related to a health issue. Articles may be policy oriented, epidemiological, or psychosocial. Be prepared to present the issue and main points to the class and facilitate discussion.

Send a copy of the article or a working link to the instructor by 5 pm the evening prior to your presentation day. This link will be posted to ARES so that your fellow classmates have the opportunity to read the article and come up with thoughtful questions for discussion prior to class.

1. Expectation is that the presentation to the class should be 5 minutes. Be prepared to field questions for about 5-10 minutes.
2. Provide to the instructor, the date of your presentation, a 1-2 page written document. This should include:
 - a. a brief description of the article (about one paragraph)
 - b. rationale for why this is an important issue for society
 - c. rational for why this is an important issue for health social worker (or social workers in general)
 - d. potential implications of report for policy and/or practice, and or ethics.

Due Date: Will be assigned (at random) the first day of class.

Assignment 2: Take Home Midterm

For the midterm, you will receive a set of case vignettes in class during Week 5. You will chose **ONE** of the cases to utilize for your practice midterm. The objective of this assignment is for you to take one case and apply your practice skills. You are being asked to provide a bio- psychosocial assessment, develop a treatment plan, discuss therapeutic interventions, and discuss resources coordination. Please denote which case you are responding to.

Please cover:

Assessment—We are asking you to discuss the immediate issues being presented and discuss how you are going to prioritize the individual's needs.

Treatment Plan—What will the treatment plan include? What is your primary focus when formulating the initial treatment plan? Consider immediate and on-going needs of the individual.

Therapeutic Intervention—Talk about initial interventions for this case and discuss areas of focus. This may include crisis stabilization, compliance, grief and loss, education, etc.

Resources Coordination—What resources should you be presenting to the individual/family? Consider both immediate and long-term needs.

The mid-term should be 5-7 pages in length, NOT including any cover pages or references.

Due Date: Please send an e-mail copy to the instructor before class start time in Unit 7.

Assignment 3: Group Presentation

This group presentation will be in groups of 2 on a topic relevant to the week the group selects. The topics are population based; the group may pick any topic within the population group to address. The groups are: older adults, men, women, adolescent & children, mental health, substance use, grief, loss, and bereavement, and chronic illness, pain management, or palliative care. Selection of groups will happen the second week of class.

This assignment will provide you with the opportunity to explore social work practice in response to a health problem/health behavior, and focus on health promotion. The presentation should:

(1) demonstrate social work practice (techniques, interventions); (2) description of behaviors related to the issue; and (3) treatment plan for addressing coping and health promotion.

The presentation should include:

1. A description of the health problem: definition, incidence, and/or prevalence in the general population; population groups that are most affected (gender, age, ethnic minority, SES, etc.) and why; etiology of the problem (bio-psychosocial factors that contribute); association with other diseases; course of the illness/health problem, including prognosis.
2. Issue surrounding treatment (types of treatment available; side effects from treatment,
3. access and cost of treatment, treatment decision-making, ethical issues regarding treatment).
4. Impact of the health problem on the individuals, family or larger social network. In some instances, it may be relevant to discuss the impact of the health problem on the community.
5. Each group will be expected to identify psychosocial issues related to the problem and the implications for social work intervention which encompasses relevant theory, research, and practice.

At the time of your presentation, provide an outline and list of references to all class members. Include at least 5 research article references and 5-10 internet resources. Presentations should be 20 minutes in length. Plan an additional 10-15 minutes for discussion.

Remember to do your best to lead the class in a dynamic way that engages your colleagues. You may use interactive activities as well as lecture. Any take-home resources you can provide to your colleagues are great.

Presentation dates: As assigned units 8-14

Assignment 4: Take Home Final Paper

For the final, you will receive a set of case vignettes in class during week 14. You will chose

ONE of the cases to utilize for your final.

Like the mid-term assignment, the objective of this assignment is for you to take one case and apply your practice skills. You are being asked to provide a bio-psychosocial assessment, develop a treatment plan, discuss therapeutic interventions, discuss resources coordination, and discuss legal mandates and ethical standards. Please DO NOT restate the case in your write-up (but do denote which case you are responding to).

Please cover:

Assessment—We are asking you to discuss the immediate issues being presented and discuss how you are going to prioritize the individual's needs.

Treatment Plan—What will the treatment plan include? What is your primary focus when formulating the initial treatment plan? Consider immediate and on-going needs of the individual.

Therapeutic Intervention—Talk about initial interventions for this case and discuss areas of focus. This may include crisis stabilization, compliance, grief and loss, education, etc.

Resources Coordination—What resources should you be presenting to the individual/family? Consider both immediate and long-term needs.

Legal Mandates and ethical standards—When discussing legal mandates and ethical considerations, remember that legal mandates are those set out by policies of the agency, county, and/or state/federal government. In contrast, ethical standards are those set out by the social work profession.

The mid-term should be 7-9 pages in length, NOT including any cover pages or references.

Due Date: Please send an e-mail copy to the instructor one week after the conclusion of the course.

Course Overview

6

- 1 Setting the Stage for Practice in Health
- 2 Setting the Stage for Practice in Health II
- 3 Health Promotion
- 4 Practice Skills and Assessment
- 5 Grief, Loss, and Bereavement
- 6 Practice Skills and Assessment
- 7 Vulnerable populations
- 8 Mental health
- 9 Older adults
- 10 Men
- 11 Women
- 12 Adolescents and Children
- 13 Chronic Illness, Pain Management, and Palliative Care
- 14 Managing Substance Abuse in Health Care Settings
- 15 Community Work Models in Health Care Settings

**STUDY DAYS / NO CLASSES
FINAL EXAMINATIONS**

Recommended Texts

- Beder, J. (2006). *Hospital social work: The interface of medicine and caring*. New York, NY: Routledge.
- D'Ambruoso, S. (Ed.) (2006). *Handbook of social work in health and aging*. New York, NY: Oxford University Press.
- Egan, M. (2010). *Evidence-based interventions for social work in health care*. New York, NY: Routledge.
- Gehlert, S., & Browne, T. A. (Eds.). (2006). *Handbook of health social work*. New York, NY: Wiley.
- Kolb, P. J. (2007). *Social work practice with ethnically and racially diverse nursing home residents and their families*. New York, NY: Columbia University Press.
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- Pritchard, C. (2006). *Mental health social work: Evidence-based practice*. New York, NY: Routledge.
- Rehr, H., & Rosenberg, G. (2006). *The social work-medicine relationship: 100 years at Mount Sinai*. New York, NY: Haworth Press.
- Rollnic, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York, NY: Guilford Press.
- Sobo, E. J., & Loustanaun, M. O. (2010). *The cultural context of health, illness and medicine*. Santa Barbara, CA: Praeger.

Recommended Websites

Internet searches of the many private and governmental organizations dedicated to understanding health and mental- health policies that impact social work practice in the health care arena should also be explored to add to the student's learning. Examples include:

<http://www.accesstobenefits.org>

<http://www.medicarerights.org/> <http://www.hhs.gov/><http://www.esresearch.org/>

<http://www.cdc.gov/nchs/>

<http://www.childrensdefense.org/>

<http://www.kff.org>

<http://www.familiesusa.org> <http://www.surgeongeneral.gov/><http://www.bazelon.org>

<http://www.omhrc.gov/>

<http://www.nami.org>

<http://www.cms.hhs.gov/>

<http://www.nmha.org>

<http://www.apha.org>

<http://www.samhsa.gov>

<http://www.ahcpr.gov/> <http://www.hsph.harvard.edu/healthliteracy/>

<http://www.measuredhs.com/http://www.naswdc.org>

<http://www.hschange.com><http://www.iaswresearch.org>

Important Fact Sheets

America's Affordable Health Choices Act of 2009 <http://www.kff.org/healthreform/upload/7952.pdf>

Medicare – A Primer

<http://www.kff.org/medicare/upload/7615-02.pdf> Medicare advantage fact sheet – 2009

<http://www.kff.org/medicare/upload/2052-12.pdf>

Medicare prescription drug plans in 2009 and key changes from 2006

<http://www.kff.org/medicare/upload/7917.pdf>

New Option for States to Provide Federally Funded Medicaid and CHIP Coverage to Additional Immigrant Children and Pregnant Women

<http://www.statehealthfacts.org/mfs.jsp?rqn=6&rqn=1> The Medicare prescription drug benefit – 2009

<http://www.kff.org/medicare/upload/7044-09.pdf> The uninsured – A Primer

<http://www.kff.org/uninsured/upload/7451-04.pdf>

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

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: 634

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED CLINICAL SOCIAL WORK PRACTICE WITH GROUPS, COMMUNITIES & ORGS

Alpha Designator/Number:

6	3	4							
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Title Abbreviation:

A	D	V		S	W		P	R	A	C		G	P	S		C	O	M		&		O	R	G
---	---	---	--	---	---	--	---	---	---	---	--	---	---	---	--	---	---	---	--	---	--	---	---	---

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THIS COURSE PROVIDES THE KNOWLEDGE AND SKILLS NEEDED TO UNDERSTAND COMMUNITY, GROUP, AND ORGANIZATIONAL BEHAVIORS AND THE PLANNED CHANGE PROCESS. PARTICULAR FOCUS WILL BE ON RURAL AND UNDERSERVED POPULATIONS

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

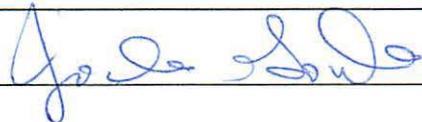
Prerequisite(s): ~~500 LEVEL~~ SWK 613 & 633

Credit Hours: 3

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.

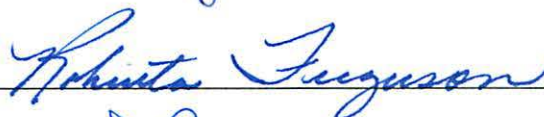
Dept. Chair/Division Head



Date

3/25/15

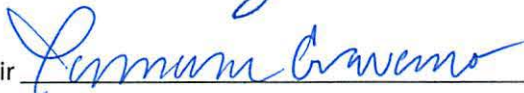
Registrar

 440701

Date

3/26/15

College Curriculum Chair



Date

4/3/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College:COHP Department/Division: Social Work Alpha
Designator/634

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.

No additional resources are required at this time

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

- 1. Demonstrate practice skills in working with small groups, communities, and organizations (mezzo and macro skills).**
- 2. Demonstrate knowledge of the process of community based planning, governance, and residence participation**
- 3. Be knowledgeable of group membership, group goals and culture, group development stages, leadership roles and the decision-making process.**
- 4. Demonstrate an understanding of how micro and mezzo skills can be applied to macro practice situations.**
- 5. Understand the step-by-step framework for thinking about and initiating macro change in communities and organizations.**
- 6. Demonstrate knowledge of organizational and community theories.**
- 7. Demonstrate skills in thinking critically, recognizing implications, identifying assumptions, analyzing, and evaluating questions fundamental to communities and organizational matters.**
- 8. Identify ethical conduct, understand value assumptions and resolve ethical dilemmas encountered by social workers in working with groups, communities and organizations.**
- 9. Be familiar with working with the media, government bureaucracy, using new technological advances, fund-raising, grant writing, working within court settings, evaluating macro practice effectiveness, resolve ethical dilemmas in macro contexts, advocating for populations-at-risk and managing time and stress within macro environment.**
- 10. Demonstrate the use of communication skills and reasoning within divergent points of view in pursuing macro intervention process (or in working with communities and organizational).**
- 11. Understand the role of power and politics in organizations and communities.**
- 12. Understand how to function within the organizational structure and know that engagement is the first step in planned change process.**

13. Demonstrate skills in program development for the rural, urban and military populations-at-risk.
14. Understand the use of appropriate supervision.
15. Apply the dimensions of critical thinking in any range of subjects related to community and organizational matter

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

Sessions	Topic	Course Objectives	Activities & Additional Readings	Outcome Measures
Session 1	Course Introductions Syllabus Review	Obj. 1, 5,7,8, 9, 10	Questions regarding assignments and course expectations	Classroom discussion, class participation, experiential exercises, papers
Session 2	Overview of Macro Social Work Practice & Making Social Change	Objs. 1-14	Brueggemann Chapters 1 and 2	classroom discussion, class

	Social Problems: The Challenge of Macro Social Work.			participation, guest speakers, experiential exercises, & papers
Session 3	Rational Problem Solving and Social Thinking. Leadership: The Hallmark of Macro Social Work	Objs. 1-14	Brueggemann Chapter 3 and 4	classroom discussion, class participation, group work, experiential exercises, papers
Session 4	Introduction, Theories and Historical Development of Group Work	Obj. 1-15	Toseland & Rivas Chapters 1 & 2	classroom discussion, class participation, group work, experiential exercises, papers
Session 5	Group Dynamics and the Planning Process	Obj. 1, 3, 4, 8, 9, 10, 12, 13, & 14	Toseland & Rivas Chapter 3 & 5	classroom discussion, class participation, experiential exercises, papers
Session 6	Multiculturalism & Group Work The Ending Phase	Objs. 1, 2, 3, 8, 9, 10, 11, 14	To Be Assigned	classroom discussion, class participation, group work, experiential exercises, papers, presentations

Session 7	Community and the practice of planning	Obj 1-14	Brueggemann Chapters 5, 6,	classroom discussion, class participation, experiential exercises, papers, presentations
Session 8	Social work practice with community development and organizations	Objs. 1, 2, 3, 8, 9, 10, 11, 14	Brueggemann Chapters 7,8	classroom discussion, class participation, experiential exercises, papers, presentations
	Social Organizations	Objs. 1, 2, 3, 8, 9, 10, 11, 14	Brueggemann Chapters 9	classroom discussion, class participation, presentations, experiential exercises, papers
Session 9	Social Work Practice and Program Development Within Organizations	Objs. 1, 2, 4, 5, 7, 8, 10, 11, 12	Brueggemann Chapters 10	classroom discussion, class participation, presentations, experiential exercises, papers
Session 11	Social Work Practice and Social Work Administration	Objs. 1, 2, 3, 8, 9, 10, 11, 14	Brueggemann Chapter 11	classroom discussion, class participation, presentations, group work, experiential exercises, papers
Session 12	Social Work Practice and Organizational Development Within Organizations	Objs. 1, 2, 3, 4, 5, 6, 7, 11, 12, & 14	Brueggemann Chapter 12	classroom discussion, group work, presentations, class participation, experiential exercises, papers

Session 13	Social Work Policy Advocacy	Objs. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Brueggemann Chapter 13	classroom discussion, group work, class participation, presentations, experiential exercises, papers
Session 14	Social Work and Social Movements	Objs. 1, 2, 3, 8, 9, 10, 11, 14	Brueggemann Chapters 14	classroom discussion, class participation presentations, experiential exercises, papers
Session 15	Social Work at the global level	Objs. 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Brueggemann Chapters 15	classroom discussion, class participation, experiential exercises, papers
Session 16 Final Exam-			Final Exam	

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

Irueggemann, W. G. (2006). *The practice of macro social work*, (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning. .

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

Lecture, Simulated Client Lab, written assignments

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

Individual Group Proposal.....	15 points
Macro Practice Issue Paper Part I.....	20 points
Macro Practice Issue Paper Part II.....	25 points
Community Organizational Project.....	25 points Class
Participation/Attendance.....	15 points (Includes in-class presentations, quizzes, assignments)

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

Not Applicable

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

- Gitlin, L. N., & Lyons, K. J. (2004). *Successful grant writing: Strategies for health and human service professionals*, (2nd ed.). New York: Springer Publishing Company.
- Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice*. Boston: Allyn and Bacon.
- American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.
- Gitlin, L. N., & Lyons, K. J. (2004). *Successful grant writing: Strategies for health and human service professionals*, (2nd ed.). New York: Springer Publishing Company.

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 634 Advanced Clinical Social Work Practice in Behavioral Healthcare with Groups, Communities & Organizations

Catalog Description: Advanced Clinical Social Work Practice in Behavioral Healthcare with Groups, Communities & Organizations aims at providing you with the knowledge and skills needed to diagnose (understand) community, individual, and organizational behaviors and change processes in rural and underserved areas and in cross-cultural settings as a foundation for planning culturally appropriate behavioral healthcare in the context of the ecological model of health behavior.

Pre-requisites: 500 level courses and 613 &633

First Term Offered: Fall 2016

Credit Hours 3

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: 642

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED SOCIAL RESEARCH |

Alpha Designator/Number:

6	4	2							
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Title Abbreviation:

A	D	V		S	O	C	I	A	L		R	E	S	E	A	R	C	H					
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THIS COURSE INTRODUCES STUDENTS TO THE PHILOSOPHICAL AND METHODOLOGICAL ISSUES OF QUALITATIVE RESEARCH. THE COURSE FOCUSES ON PRACTICING VARIOUS METHODS WITH THE GOAL OF PRODUCING A SMALL QUALITATIVE STUDY.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s): ~~500 LEVEL & 642~~

Credit Hours: 3

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

3/25/15

Registrar



440701

Date

3/26/15

College Curriculum Chair



Date

4/3/15

Graduate Council Chair



Date

5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 642

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.

No additional resources required at this time

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

See Syllabus

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

See Syllabus

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

Crabtree, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd Edition). Thousand Oaks, CA: Sage.

Crabtree, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Crabtree, J. (2013). *The coding manual for qualitative researchers* (2nd edition). London: Sage.

Crabtree, S. (2013). *InterViews: Learning the task of qualitative research interviewing* (2nd edition). Thousand Oaks, CA: Sage.

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

Lecture, written assignments, group discussion and group projects

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

Small study assignments

Final exam

Article reviews

Small study

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

None

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

Brun, C. (1997). The process and Adler, P.A. & Adler, P. (1998). Observational techniques: In N.K. Denzin & Y.S. Lincoln (Eds.). *Collecting and interpreting qualitative materials* (pp. 79-109). Thousand Oaks, CA: Sage.

Armour, M.P. (2002). Alternative Routes to Professional Status: Social Work and the New Careers Program Under the Office of Economic Opportunity. *Social Service Review* 76(2), 229-255.

Armour, M. (2002). Journey of family members of homicide victims: A qualitative study of their posthomicide experience. *American Journal of Orthopsychiatry* 72 (3), 372-382.

Berg, B.L. (2004). *Qualitative research methods for the social sciences* (5th ed.). Boston: Pearson.

Bogden, R.R. & Biklen, S.K. (2003). *Qualitative research in education: An introduction to theories and methods* (4th ed.). Boston: Allyn & Bacon.

Implications of doing qualitative research: An analysis of 54 doctoral dissertations. *Journal of Sociology and Social Welfare* 24(4), 95-112.

Charmaz, K. (1999). Stories of suffering: Subjective tales and research narratives. *Qualitative Health Research* 9(3), 362-382.

Charmaz, K. (2008). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J.F. Gubrium and J.A. Holstein (Eds.) *Handbook of interview research: Context and method* (pp. 675-693). Thousand Oaks, CA: Sage.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd Edition). Thousand Oaks, CA: Sage Publications.

Creswell, J.W. & Clark, V.L. P. (2007). Chapter 4: Choosing a mixed methods design. IN

J.W. Creswell and V.L.P. Clark, *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Creswell, J.W. & Clark, V.L. P. (2007). Chapter 5: Introducing a mixed methods study. In J.W. Creswell and V.L.P. Clark, *Designing and conducting mixed methods*

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications.

Denzin, N.K. & Lincoln, Y.S. (2005a). Introduction: The discipline and practice of qualitative research. In N.K.

Denzin and Y.S. Lincoln (eds.). *The Sage handbook of qualitative research*, 3rd ed. (pp. 1-32). Thousand Oaks, CA: Sage.

Denzin, N.K. & Lincoln, Y.S. (2005b). Paradigmatic controversies, contradictions and emerging confluences.. In N.K. Denzin and Y.S. Lincoln (eds.). *The Sage handbook of qualitative research*, 3rd ed. (pp. 191-215). Thousand Oaks, CA: Sage.

Dordick, G.A. (2002). Recovering from homelessness: Determining the "quality of sobriety" in a transitional housing program. *Qualitative Sociology* 25 (1), 7 – 31.

Drisko, J.W. (2005). Writing up qualitative research. *Writers at Work series, Families in Society* 86 (4), 589-593

Drisko, J. (2004). *Qualitative Data Analysis Software: A user's appraisal*. In D. Padgett (Ed.). *The qualitative research experience [revised edition]*, (pp. 193-209) Belmont, CA: Wadsworth.

Drisko, J.W. (1997). Strengthening qualitative studies and reports: Standards to promote academic integrity. *Journal of Social Work Education* 33(1), 186-197.

Fisher, C. T. (1984). A phenomenological study of being criminally victimized: Contributions and constraints of qualitative research. *Journal of Social Issues* 40(1), 161-178.

Gerstenblatt, P. (in press). Collage portraits as a method of analysis in qualitative research. *International Journal of Qualitative Research*.

Gibbs, G. (2007). *Analyzing qualitative data*. Thousand Oaks, CA: Sage.

Gibson, P. & Abrams, L. (2003). Racial difference in engaging, recruiting, and interviewing African American women in qualitative research. *Qualitative Social Work* 2(4), 457-476.

Gilgun, J. F. (2005). "Grab" and good science: Writing up the results of qualitative research. *Qualitative Health Research* 15(2), 256-262.

Grbich, C. (2009). An overview of qualitative computer programs. In C. Grbich, *Qualitative data analysis* (pp. 225-235), Thousand Oaks: Sage.

Jarrett, R.L. (1994). Living poor: Family life among single parent, African-American women. *Social Problems* 41(1), 30-49.

Johnson, R. B. and Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher* 33(7), 14-26.

Johnson, R. B, Onwuegbuzie, A. J. & Turner, L.A. (2007). Toward a definition of mixed methods research *Journal of Mixed Methods Research* 1, 112-133

Kidd, P.S. and Parshall, M.B. (2006) Getting the focus and the group: Enhancing methodological rigor in focus group research. *Qualitative Health Research* 10(3), 293-308.

Kanuha, V. K. (2000). "Being" native versus "going native": Conducting social work research as an insider. *Social Work* 45(5), 439-447.

Kvale, S. and Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. Los Angeles, CA: Sage.

- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (1993). *Proposals that work: A guide for planning dissertations and grant proposals*. (3rd edition). Newbury Park, CA: Sage Publications.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th edition). Belmont, CA: Wadsworth/Thompson.
- Mancini, M.A., Hardiman, E.R., & Lawson, H.A. (2005). Making sense of it all: Consumer providers' theories about factors facilitating and impeding recovery from psychiatric disabilities. *Psychiatric Rehabilitation Journal* 29(1), 48-55.
- Martin, F. E. (1998). Tales of transition: Self-narrative and direct scribing in exploring care-leaving. *Child and Family Social Work* 3(1), 1-12.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.
- Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology* 52(2), 250-260.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Negi, N. (in review). Battling discrimination and social isolation; Psychological distress among Latino day laborers.
- Norum, K.E. (2000). Black (w) holes: A researcher's place in her research. *Qualitative Sociology* 23(3), 319-340
- Parker, L. & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry* 8(7), 7-22.
- Padgett, D.K. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage.
- Padgett, D.K. (1998). Multimethod research: The synergy of combining qualitative and quantitative methods. In D.K. Padgett, *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage
- Patton, M.Q. (1990t). *Qualitative evaluation and research methods*, 2nd ed. Newbury Park: Sage.
- Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry* 1(3), 290-310.
- Riessman, C. K. (1994). Making sense of marital violence: One woman's narrative. In C. K. Riessman (Ed.), *Qualitative studies in social work research*, (pp. 113-132). Thousand Oaks, CA: Sage.
- Riesmann, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.
- Ryan, G.W. & Bernard, H.R. (2003). Techniques to identify themes. *Field Methods* 13(1), 85-109.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles, CA; Sage.
- Small, M. L. (2009). "How many cases do I need?" On science and the logic of case selection in field-based research. *Ethnography* 10(1), 5-38.

Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Schwartz, A.E., McRoy, R.G. & Downs, A.C. (2004). Adolescent mothers in a transitional living facility. *Journal of Adolescent Research* 19(1), 85-112.

Sword, W. (1999). Pearls, pith and provocation. Accounting for presence of self: Reflections on doing qualitative research. *Qualitative Health Research* 9(2), 270- 278.

Taylor, S.J. & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). N.Y: John Wiley & Sons.

Waldrop, D. (2004). Ethical issues in qualitative research with high-risk populations. In Padgett, D.K. (Ed.) *The qualitative research experience* (pp. 240-253). Belmont, CA: Wadsworth/Thomson Learning.

Walton, J. & Sullivan, N. (2004). Men of prayer: Spirituality of men with prostate cancer: A grounded theory study. *Journal of Holistic Nursing*, 22(2), 133-151.

Ware, N. C., Turenberg, T., Dickey, B., & McHorney, C.A. (1999). An ethnographic study of the meaning of continuity of care in mental health services. *Psychiatric Services* 50(3), 395-400.

Warren, C.A.B. & Karner, T.X. (2010). The textual and the visual as qualitative data. In C.A.B. Warren & T.X. Karner, *Discovering qualitative methods: Field research, interviews analysis*, 2nd ed. (177-214). New York: Oxford.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report* 12(1), 82-101.

Wells, K. (2010). A narrative analysis of one mother's story of child custody loss and regain *Children and Youth Services Review*.

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 642 Advanced SWK Research I
Catalog Description The purpose of this course is to introduce students to the philosophical and methodological issues of qualitative research. It will be a "hands-on" class, with a focus on practicing various methods with the goal of producing a small qualitative study.
Prerequisites: SWK 501 & 511
First Term Offered: Fall 2016
Credit Hours: 3

Course Title/Number	SWK 642 Advanced Social Work Research I
Semester/Year	Fall 2016
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Course Description: From Catalog

The purpose of this course is to introduce students to the philosophical and methodological issues of qualitative research. It will be a "hands-on" class, with a focus on practicing various methods with the goal of producing a small qualitative study

Course Overview

Research is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory. This course, applying a problem-solving approach, introduces the student to the scientific, analytic approach in social work practice and service delivery. It focuses on its role in knowledge building. This course, along with the second course, Advanced Methods of Social Work Research, seeks to prepare the practitioner to carry out three research roles: 1) consumer of research; 2) evaluator of practice; and 3) producer of research. The basic course, which takes students through the entire research process, encompasses the following areas: posing a research question; conducting a literature review; generating a hypothesis; identifying the different kinds of variables, ethical and political issues, gender and ethnic issues, measurement issues, questionnaire construction, sampling, data collection, coding, data analysis, and communication of results. Students are expected to participate in several exercises that will provide them "hands on" experience in conducting key research activities. This includes computer aided data analysis and electronic literature searching. Students are also expected to

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will...Identify the strengths and appropriate uses of qualitative research. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Have a beginning understanding of the philosophical issues and debates in the field. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Compare and contrast five major qualitative approaches. Competency 7 – Assessment	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Work competently within one qualitative approach. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Identify and use the basic methods of data collection and analysis. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Appreciate the ethical issues involved in qualitative research. Competency 1– Ethical and Professional Behavior	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study
Students will: Identify issues of academic rigor and assess the quality of qualitative studies. Competency 9 – Evaluation	Group work, discussion, in-class exercises, reviews, , practice presentations	Small study assignments Final exam Article reviews Small study

Required Texts, Additional Reading, and Other Materials

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd Edition). Thousand Oaks, CA: Sage..

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd edition). London: Sage.

Kvale, S. (2013). *InterViews: Learning the task of qualitative research interviewing* (2nd edition). Thousand Oaks, CA: Sage.

Course Requirements/Due Dates

Each student will be required to read ONE of the following texts relevant to your selected research approach.

Case Study: Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Ethnography: Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th edition). Belmont, CA: Wadsworth/Thompson.

Grounded Theory: Charmaz, K. (2008). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Narrative Research: Riesmann, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

Phenomenology: Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage

Additional required and recommended readings for each week will be available on the Canvas site for this class. Additional readings may be assigned throughout the semester

Required Equipment:

Students will need an audio recorder and transcribing equipment or software. Reviews of various audio recording and transcriptions options are available at:

http://sophia.smith.edu/~jdrisko/recording_audio.htm and
<http://sophia.smith.edu/~jdrisko/transcription.htm>.

Transcriva is a free software transcription program for Mac computers.
<http://transcriva.en.softonic.com/mac>

For up-to-date reviews of a number of data analysis software programs, as well as links to all kinds of other information about qualitative data analysis, see:

<http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/>

While not required, students may wish to use qualitative research software (QRS) for analyzing their data. A list of QSR programs can be found at

<http://www.qualitativeresearch.uga.edu/QualPage/multimedia,qda.html>

In addition, there is a free program that works on both PC and MAC called RQDA. The URI for downloading is <http://rqda.r-forge.r-project.org/>

Another low cost program available for both Macs and PCs: Another low cost program available for both Macs and PCs: <http://www.dedoose.com/>

Information Resources:

A list of qualitative journals is available from

<http://www.slu.edu/organizations/qrc/QRjournals.html>

Additional websites for qualitative methods:

www.nsf.gov/pubs/2004/nsf04219/start.htm (excellent proceedings from workshop on qualitative methods at the National Science Foundation)

<http://www.qualitativeresearch.uga.edu/QualPage/> (comprehensive site from Univ. of Georgia)

<http://www.nova.edu/ssss/QR/> (on-line journal "The Qualitative Report")

<http://ejournals.library.ualberta.ca/index.php/IJQM/index> (International Journal of Qualitative Methods)

www.researchtalk.com (training/workshop company on Long Island)

COURSE REQUIREMENTS

The grade for this course will be based on the student's ability to understand, apply and critique qualitative research methods. The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All assignments and papers should be typed and double-spaced and follow the APA format 6th edition.

Formatting: Papers must be printed on white paper in black ink. Papers must be stapled. Each page must be numbered at the bottom. You must use 1.25" margins all around. Papers should be double spaced in Times New Roman or Times 12-point font. All papers should be turned in electronically, as well as hard copy.

Research Project

Each student will conduct a small qualitative research study on a topic of their choice using one of the five main research approaches (ethnography, grounded theory, narrative, case study, or phenomenology). Assignments for the study are due throughout the semester culminating in a final paper. Feedback on each assignment should be incorporated into the final paper to assure a satisfactory grade on the final paper. The assignments include:

1. A statement of your research problem.
2. Completion of IRB Class Projects Review form, available BlackBoard also complete the CITI Certificate Training for Behavioral Sciences
3. A brief literature review (5-8 articles including an article using qualitative methods). Include conceptual/theoretical framework, if known. (5 pts)
4. Proposed methodology including setting, participants, access, data collection and sources such as observations and archival data, and information about interviewing including interview guides, length of interviews and/or observations, informed

consent procedures, use of qualitative software, data analysis (to the extent known) and plan for ensuring quality and methodological rigor. (5 pts)

5. Fieldnotes from interviews and/or observations. (2.5 points)
6. A verbatim transcribed interview
7. Sample analysis, including a statement of how the analysis is conducted within the selected qualitative research approach. (2.5 points)
8. Final paper. (65 pts.)
9. Class presentation.

Final Exam

Students will complete a take home, open book final exam based on their selection of 3 out of 10 questions. Students may use any books, articles, websites and personal notes to show what they have learned in the course. Students are not to consult with anybody else about how to answer the questions or look at anyone else's answers. Answers to each question are limited to 750 words. (15 points)

Article Reviews

Each student will give a detailed presentation in class of five articles or chapters assigned to the class. Students will prepare 1-2 page handout for class members summarizing the article/chapter, exploring the usefulness of the material, and proposing questions and issues for class discussion. Please bring handouts to class to distribute (5 points).

Late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Students are expected to complete all assignments and all parts of an assignment regardless of whether or not they earn an assigned grade.

Grading Policy

Small study assignments	15 points	100-90 = A
Final exam	15 points	80-89 = B
Article reviews	5 points	70-79 = C
Small study	65 points	60-69 = D
TOTAL 100 points		<69 = F

Attendance Policy

Participation in class discussion is a vital part of the learning process. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time.

Course Schedule

Date	Description	Text/Readings/ Assignments
Week 1	<p>Overview of syllabus & course expectations</p> <p>Philosophy of Science: Defining & framing qualitative research</p> <p>Research topics & research questions</p>	<p>Denzin, & Lincoln, "Introduction: The discipline and practice of qualitative research."</p> <p>Brun, "The process and implications of doing qualitative research An analysis of 54 doctoral dissertations."</p> <p>http://www.ted.com/talks/brene_brown_on_vulnerability.htm</p> <p>IRB Training CITI Certificate</p>
Week 2	<p>Theory, Approaches & Methods: Qualitative Research Approaches</p> <p>Review of 5 approaches</p>	<p>Creswell, Chapters 1-5, Appendices A-F (Read Appendices first)</p> <p><u>Read 2 from the following list:</u></p> <p>Charmaz, "Stories of suffering: Subjective tales and research narratives" (grounded theory)</p> <p>Dordick, "Recovering from homelessness" (case study)</p> <p>Fischer, "A phenomenological study of being criminally victimized" (phenomenology)</p> <p>Mancini, Hardiman, & Lawson, "Making sense of it all: Consumer providers' theories about factors facilitating and impeding recovery from psychiatric disabilities" (grounded theory)</p>

		<p>Riessman, "Making sense of marital violence" (narrative analysis)</p> <p>Ware et al., "An ethnographic study of the meaning of continuity of care in mental health services" (ethnography)</p>
Week 3	<p>Theory, Approaches & Methods: Paradigms & Theoretical Perspectives</p>	<p>Crotty, M. (1998). <i>The foundations of social research: Meaning and perspective in the research process</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, Chapter 6</p> <p>Handout and review of selected chapter</p> <p>Problem Statement due</p>
Week 4	<p>Theory, Approaches & Methods: Procuring the Sample</p> <p>Sample, access, reflexivity and ethics</p> <p>Reflexivity</p>	<p>Creswell, Chapter 7</p> <p>Small, "How many cases do I need?"</p> <p>Textbook on individual approach</p> <p>Waldrop, "Ethical issues in qualitative research with high risk populations"</p> <p>Padgett, "Ethical issues in qualitative research"</p> <p>Gibson & Abrams, "Racial differences in engaging, recruiting, and interviewing African American women in qualitative research"</p> <p>Kanuha, "Being 'native' versus going 'native'"</p> <p>Miller, "Researching violence against street prostitutes"</p> <p>Parker & Lynn, "What's race got to do with it?"</p> <p>Norum, "Black(w)holes: A researcher's place in her research."</p> <p>Watt, "On becoming a qualitative researcher: The value of reflexivity."</p> <p>Sword, "Accounting for presence of self: Reflections on doing</p>
Week 5	<p>Narrative Paula Gerstenblatt</p> <p>Grounded Theory Shannon Johnson</p> <p>Interview</p>	<p>Gerstenblatt, (in press) "Collage portraits as a method of analysis in qualitative research.</p> <p>Warren & Karner, "The textual and the visual as qualitative data."</p> <p>Martin, F. E. (1998). "Tales of transition: Self-narrative and direct scribing in exploring care-leaving. "</p>

	Schedule/Guide	<p>Wells, "A narrative analysis of one mother's story of child custody loss and regain."</p> <p>Walton, J. & Sullivan, N. (2004). Men of prayer: Spirituality of men with prostate cancer: A grounded theory study. <i>Journal of Holistic Nursing</i>, 22(2), 133-151.</p> <p>Taylor & Bogdan, Chapter 4</p> <p>Kvale, <i>Interviews</i>, p.1-177</p> <p>Charmez, "Qualitative interviewing and grounded theory analysis."</p> <p>Human Subjects form and consent</p>
Week 6	<p>Ethnography Angela Nonaka</p> <p>Case Study</p> <p>Participant Observation</p> <p>Documents/ Archival materials</p>	<p>Article from Welfare, Children & Families: Three-City Ethnography</p> <p>Armour, "Alternative routes to professional status: Social work and the new careers program under the office of economic opportunity"</p> <p>Adler & Adler. "Observational techniques."</p> <p>Patton, <i>Qualitative evaluation and research methods</i>, pp.199-244</p> <p>Bogdan & Biklen, <i>Qualitative data</i>.</p> <p>Literature Review</p>
Week 7	<p>Phenomenology</p> <p>Visual materials</p>	<p>Armour, "Journey of family members of homicide victims: A qualitative study of their posthomicide experience." (phenomenology)</p> <p>Methodology</p>
Week 8	<p>Theory, Approaches & Methods: Data Collection</p> <p>Interviewing</p> <p>Focus groups</p>	<p>Poland, "Transcription quality as an aspect of rigor in qualitative research"</p> <p>Kvale, <i>InterViews</i>, 177-187.</p> <p>Berg, B.L. "Focus group interviewing."</p> <p>Kidd & Parshall, "Getting the focus and the group: Enhancing analytical rigor in focus group research."</p> <p>Jarrett. "Living poor: Family life among single parent, African-American women."</p> <p>Memoing and field notes from interview or observation</p>
SPRING BREAK		
Week 9	<p>Theory, Approaches & Methods: Analysis 1</p>	<p>Creswell, Chapter 8</p> <p>Saldana, <i>The coding manual for qualitative researchers</i></p>

	Interpreting, coding & making sense of the data. Memoing.	Ryan & Bernard, "Techniques to identify themes." Transcript
Week 10	Theory, Approaches & Methods: Analysis 2 Qualitative Research Software	Gibbs, "Getting started with computer-assisted qualitative data analysis." Gibbs, "Searching and other analytic activities using software." Drisko, "Qualitative Data Analysis Software: A user's appraisal." Grbich, "An overview of qualitative computer programs." Sample Analysis
Week 11	Theory, Approaches & Methods: Analysis 3 Work groups on analysis (small groups scheduled)	Final Exam
Week 12	Findings, Rigor & Quality	Creswell, Chapter 10 Drisko, "Strengthening qualitative studies and reports: Standards to promote academic integrity." Morrow, "Quality and trustworthiness in qualitative research in counseling psychology."
Week 13	Mixed Methods	Padgett, "Multimethod research: The synergy of combining qualitative and quantitative methods." Johnson and Onwuegbuzie, "Mixed methods research: A research paradigm whose time has come." Burke Johnson, Onwuegbuzie & Turner, "Toward a definition of mixed methods research." Negi, "Battling discrimination and social isolation; Psychological distress among Latino day laborers." Schwartz, McRoy & Downs, (2004). "Adolescent mothers in a transitional living facility." Creswell & Clark "Chapter 4: Choosing a mixed methods design." Creswell & Clark, "Chapter 5: Introducing a mixed methods study"

Week 14	Writing Wrap up Presentations	Creswell, Chapters 9 & 11 Lofland et al., Chapter 10 Gilgun, "Grab" and good science: Writing up the results of qualitative research." Drisko, "Writing up qualitative research." Presentations
Week 15	Presentations	Presentations Paper Due

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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: 643 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED SOCIAL WORK RESEARCH II PROGRAM PLANNING AND EVALUATION

Alpha Designator/Number: ^{SWK}

6	4	3							
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Title Abbreviation:

A	D	V		S	W		R	E	S	E	A	R	C	H												
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(Limit of 25 characters and spaces)

Course Catalog Description: Program and intervention development and evaluation research in health settings; Issues and skill development in program design and methods for evaluation
(Limit of 30 words)

Co-requisite(s): NONE First Term to be Offered: FALL 2016

Prerequisite(s): ^{SWK 642 SWK 501 and 511} 500 LEVEL & 642 Credit Hours: 3

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 <u>440 701</u>	Date <u>3/26/15</u>
College Curriculum Chair	Date <u>4/3/15</u>
Graduate Council Chair	Date <u>5-20-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 643

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.

No additional resources required at this time

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

See Syllabus

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

See Syllabus

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

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Wadsworth.

Smith, M. (2010). *Handbook of program evaluation for social work and health professionals*.

New York, NY: Oxford University Press

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

Lecture, written assignments, group discussion and group projects

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

Conduct a process evaluation

Multicultural evaluation

Student presentation

Conduct a needs assessment

Setting priorities

Review research concepts and methods

Qualitative methods

Analyzing qualitative data

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

None

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

- Capella, E., Hoagwood, K. E., & Reinke, W.M. (2011). Advancing intervention research in school psychology: finding the balance between process and outcome for social and behavioral interventions.. *School Psychology Review*, 40(4) 455-464.
- Davis, C. (2004). Hospital social work: Are we conducting the right type of research? *Social Work in Health Care*, 38(3), 67-79.
- Dale, S. B., & Brown, R. S. (2007). How does cash and counseling affect costs? *Health Services Research*, 42(1 & 2), 488-509.
- Kee, J. E. (2004). Cost-effectiveness and cost-benefit analysis. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 506-541). San Francisco, CA: Jossey-Bass. [VKC H97. H358 2004
- Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Cost-effectiveness and cost analysis. In *Program evaluation: An introduction* (5th ed., pp. 255-270). Belmont, CA: Wadsworth
- Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Single system research designs. In *Program evaluation: An introduction* (5th ed., pp. 141-174). Belmont, CA: Wadsworth.
- Simon-Rusinowitz, L., Mahoney, K. J., Loughlin, D. M., & Sadler, M. D. (2005). Paying family caregivers: An effective policy option in the Arkansas Cash and Counseling demonstration and evaluation. *Marriage & Family Review*, 37(1 & 2), 83-105
- Walker, D. G., & Jan, S. (2005). How do we determine whether community health workers are cost-effective? Some core methodological issues. *Journal of Community Health*, 30(3), 221-229

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 643 Advanced SWK Research II

Catalog Description Program and intervention development and evaluation research in health settings; Issues and skill development in program design and methods for evaluation

Prerequisites: SWK 642

First Term Offered: Fall 2016

Credit Hours: 3

Course Title/Number	SWK 643 Advanced Social Work Research II Program Planning and Evaluation in Health Care
Semester/Year	Fall 2017
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/ . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Course Description: From Catalog

Program and intervention development and evaluation research in health settings; Issues and skill development in program design and methods for evaluation.

This course is designed to equip the student with knowledge and skills necessary to systematically develop, implement, and evaluate health-related programs, services, and interventions. Health care payers, providers, consumers, policymakers, and the general public are increasingly focused on assessing the costs, quality, and outcomes of health services. At the same time, health care service systems are becoming more complex, serving increasingly diverse populations, and facing multiple and conflicting demands from various stakeholders. Calls for "empirically-based practice" are becoming strong determinants of the types of services that will or will no longer be provided as part of the delivery of health care services in the US. Thus, evidence-based program development is potentially powerful in helping to legitimize and advance psychosocial practice and services in health care.

This course will enhance the student's ability to provide leadership in advancing these issues in the practice communities where he/she may find himself/herself working. It will be imperative for the student to be able to (1) conduct health needs assessment (2) develop, implement and monitor health programs (3) evaluate the effectiveness and efficiency of health programs, and (4) analyze research results as a basis in advocating for programs delivered by social work practitioners.

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will understand skills in problem formulation, program development, resource procurement and program implementation as a means for promoting social justice, social change, health promotion and disease prevention Competency 3 – Social Justice and Human Rights	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	[List assessments-exam questions, papers, projects, presentations-that evaluate mastery of this particular outcome].
Students will understand a range of techniques and skills necessary to advocate at the interpersonal, organizational, inter-organization, and community levels on behalf of diverse populations with special attention to eliminating structural barriers that limit service delivery to disadvantaged and underserved populations such as severe and/or chronically ill persons, women, children, older people, gay/lesbian, and oppressed racial/ethnic minorities. Competency 2 – Diversity and Difference	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	
Students will understand program planning and evaluation skills and provide students with opportunities to apply such skills in evaluating social work programs and interventions in health-related settings, including development of research designs, program monitoring systems, and data analysis. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	

Course Schedule Overview

Session	Topic
1	<input type="checkbox"/> <input type="checkbox"/> Course Introduction
2	<input type="checkbox"/> <input type="checkbox"/> Evidence-based Program
3	<input type="checkbox"/> <input type="checkbox"/> Program Planning and Program Development
4	<input type="checkbox"/> <input type="checkbox"/> Introduction to Geographic Information Systems
5	<input type="checkbox"/> <input type="checkbox"/> Research Methods
6	<input type="checkbox"/> <input type="checkbox"/> Needs Assessments or Setting Priorities RE-AIM Assignment Due!
7	<input type="checkbox"/> <input type="checkbox"/> Process or Formative Evaluation Oral Presentation Assignment Starts!
8	<input type="checkbox"/> <input type="checkbox"/> Outcome or Summative Evaluation
9	<input type="checkbox"/> <input type="checkbox"/> Client Satisfaction and Ethical Issues
10	<input type="checkbox"/> <input type="checkbox"/> Measurement Process Evaluation Assignment Due!
11	<input type="checkbox"/> <input type="checkbox"/> Data Collection and Pragmatic Issues
12	<input type="checkbox"/> <input type="checkbox"/> Efficiency Evaluation Oral Presentation Assignment Ends!
13	<input type="checkbox"/> <input type="checkbox"/> Data Analysis
14	<input type="checkbox"/> <input type="checkbox"/> Consultation Session (No Class)
15	<input type="checkbox"/> <input type="checkbox"/> Report and Proposal Writing

Grading Policy

100-90 = A	80-89 = B	70-79 = C	60-69 = D	<69 = F
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Attendance Policy

Participation in class discussion is a vital part of the learning process. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time.

Course Schedule

Unit 1

Topics

Course overview

Review of logic model

Introduction to program evaluation

This Unit relates to course objectives 1-4

Required Readings

Smith, M. (2010). Introduction to program evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 3-27). New York, NY: Oxford University Press.

Smith, M. (2010). Types of program evaluation studies. In *Handbook of program evaluation for social work and health professionals* (pp. 29-55). New York, NY: Oxford University Press.

Supplemental Readings

Cheadle, A., Beery, W. L., Greenwald, H. P., Nelson, G. D., Pearson, D., & Senter, S. (2003). Evaluating the California Wellness Foundation's Health Improvement Initiative: A logic model approach. *Health Promotion Practice, 4*(2), 146-156.

Final narrative report—Vermont's Cash and Counseling Project. (2008). Retrieved August 21, 2009 from website of <http://www.ddas.vermont.gov/ddas-publications/publications-cfc/cfc-rwj-cash-counseling-project/cash-counseling-project-final-report>

Lando, J., Williams, S. M., Williams, B., & Sturgis, S. (2006). A logic model for the integration of mental health into chronic disease prevention and health promotion. *Preventing*

Chronic Disease, 3(2), 1-4. Retrieved from:
http://www.cdc.gov/pcd/issues/2006/apr/05_0215.htm

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Introduction. In *Program evaluation: An introduction* (5th ed., pp. 1-33). Belmont, CA: Wadsworth.

Unit 2 Evidence Based Program

Review evidence-based practice
Designing evidence-based programs
The RE-AIM model

Required Readings

Smith, M. (2010). New trends and issues in program evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 57-79). New York, NY: Oxford University Press.

Glasgow, R. E. (2006). RE-AIMing research for application: Ways to improve evidence for family medicine. *The Journal of the American Board of Family Medicine*, 19, 11-19.

Glasgow, R. E. & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. *Annual Review of Public Health*, 28, 413-433. doi:10.1146/annurev.publhealth.28.021406.144145

Reach Effectiveness Adoption Implementation Maintenance (RE-AIM) Retrieved from: <http://www.re-aim.org/>

Supplemental Readings

Kramer, L. Schwartz, P., Cheadle, A. & Rauzon, S.(2012). Using photovoice as a participatory evaluation tool in Kaiser Permanente's Community Health Initiative. *Health Promotion Practice [ahead of print-use doi]* doi: 10.1177/1524839912463232

Steinberg, E. P., & Luce, B. R. (2005). Evidence-based? Caveat emptor! *Health Affairs: The Policy Journal of the Health Sphere*, 24, 80-92.

Unit 3 Program Planning and Development

Macro environment and planning model
Setting program goals and objectives
Implementation and timelines

Required Readings

Smith, M. (2010). Describing the program. In *Handbook of program evaluation for social work and health professionals* (pp. 81-137). New York, NY: Oxford University Press.

Smith, M. (2010). Determining program goals. In *Handbook of program evaluation for social work and health professionals* (pp. 163-203). New York, NY: Oxford University Press.

GIS: Geographic Information Systems in Social Work. Each student is expected to bring one resource to class that is less than 5 years old. See instructor for suggestions AND <http://libguides.lib.muohio.edu/content.php?pid=54782&sid=401189>

Students are also expected to visit key websites so they are prepared to use these resources in assignments including:

www.census.gov www.healthycity.org www.cdc.gov www.hhs.gov http://health.nih.gov http://www.ahrq.gov http://www.esri.com/Industries/health http://www.ppgis.info/home/?page_id=31	http://www.socialworkpolicy.org/ http://www.iom.edu/Reports.aspx http://www.frameworksinstitute.org/cdtoolkits.html http://www.chcf.org/ http://innovations.ahrq.gov/ https://www.thinkculturalhealth.hhs.gov /
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Supplemental Readings

McCullum-Gomez, C., Barroso, C. S., Hoelscher, D. M., Ward, J. L., & Kelder, S. H. (2006). Factors influencing implementation of the coordinated approach to Child Health (CATCH) eat smart school nutrition program in Texas. *Journal of the American Dietetic Association, 106*(12), 2039-2044. doi: 10.1016/j.bbr.2011.03.031

Timmreck, T. C. (2003). Developing timelines. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed., pp. 147-168). Sudbury, MA: Jones and Bartlett.

Timmreck, T. C. (2003). How to prepare for implementation of services. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed., pp. 137-146). Sudbury, MA: Jones and Bartlett.

Timmreck, T. C. (2003). Implementation of programs. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2nd ed., pp. 169-184). Sudbury, MA: Jones and Bartlett.

Unit 4 Introduction to Geographic Information Systems GIS

Guest lecture on GIS

Healthy City Demonstration

This Unit relates to course objectives 1, 2, and 3.

Required Readings

Foley, R. (2002). Assessing the applicability of GIS in a health and social care setting: planning services for informal carers in East Sussex, England. *Social Science & Medicine, 55*,

79- 96.

Fulcher, C. & Kaukinen, C. (2005). Mapping and visualizing the location HIV service providers: An exploratory spatial analysis of Toronto neighborhoods. *AIDS Care*, 17(3), 386-396.

GIS: Geographic Information Systems in Social Work.

Each student is expected to bring one resource to class that is less than 5 years old.

See instructor for suggestions AND

<http://libguides.lib.muohio.edu/content.php?pid=54782&sid=401189> Students are

also expected to visit key websites so they are prepared to use these resources in

assignments including:

www.census.gov	www.healthycity.org	http://www.socialworkpolicy.org/
www.cdc.gov	www.hhs.gov	http://www.iom.edu/Reports.aspx
http://health.nih.gov	http://www.ahrq.gov/	http://www.frameworksinstitute.org/cdtoolkits.html
http://www.esri.com/Industries/health		http://www.chcf.org/
http://www.ppgis.info/home/?page_id=31		http://innovations.ahrq.gov/
		https://www.thinkculturalhealth.hhs.gov/

Unit 5 Research Methods

Review research concepts and methods

Qualitative methods

Analyzing qualitative data

Required Readings Supplemental Readings

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1), 57-65.

Hyde, A., Howlett, E., Brady, D, Drennan, J. (2005). The focus group method: Insights from focus group interviews on sexual health with adolescents. *Social Science and Medicine*, 61(12), 2588-2599

Supplemental Reading.

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1), 57-65..

Padgett, D. K. (2008). Choosing the right qualitative approach (es). In D. K. Padgett (Ed.), *Qualitative methods in social work research*, 2nd ed. (pp. 29-44). Thousand Oaks, CA: Sage.

Unit 6 Needs Assessment and Setting Priorities

Conduct a needs assessment

Setting priorities

Required Readings

Cotrell, V. & Carder, P. C. (2010). Health-related needs assessment of older residents in subsidized housing. *Journal of Policy Development and Research*, 12(2), 47-66.

Smith, M. (2010). Needs Assessment Studies. In *Handbook of program evaluation for social work and health professionals* (pp. 139-162). New York: NY: Oxford University Press.

Supplemental Readings

Los Angeles County Department of Public Health Office of Health Assessment and Epidemiology (2007). *Preventing childhood obesity: the need to create healthy places. A city and community report.*

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Needs Assessment. In *Program evaluation: An introduction* (5th ed., pp. 55-82). Belmont, CA: Wadsworth.

Thein, K., Zaw, K. T., Teng, R. E., Liang, C., & Julliard, K. (2009). Health needs in Brooklyn's Chinatown: A pilot assessment using Rapid Participatory appraisal. *Journal of Health Care of the Poor and Underserved*, 20, 378-394. doi:10.1353/hpu.0.0140

Unit 7 Process or Formative Evaluation

Conduct a process evaluation

Multicultural evaluation

Student presentation

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Formative and process evaluation. In *Program evaluation: An introduction* (5th ed., pp. 108-140). Belmont, CA: Wadsworth.

Smith, M. (2010). Formative evaluations: Program monitoring and process evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 205-248). New York, NY: Oxford University Press.

Phillips, B., & Schneider, B. (2007). Commonalities and variations in the Cash and Counseling Programs across the three demonstration states. *Health Services Research*, 42(1 & 2), 397-413. doi:10.1111/j.1475-6773.2006.00677.x

The Center for Linguistic and Cultural Competence in Health Care (n.d.) Retrieved from

<https://www.thinkculturalhealth.hhs.gov/CLCCHC/HealthNews/Nov2011HealthNews.as.p>

National Resource Center for Participant Directed Services (n.d.) Cash and Counseling.

Retrieved from http://www.bc.edu/schools/gssw/nrcpds/cash_and_counseling.html

Supplemental Readings

Botcheva, L., Shih, J. & Huffman, L. C. (2009). Emphasizing cultural competence in evaluation: A process-oriented approach. *American Journal of Evaluation*, 30(2), 176-188.

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). Making the shift to multicultural evaluation, in *Multicultural health evaluation: A foundation resource guide* (pp. 4-19). Los Angeles, CA: California Endowment.

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). Conceptualizing a multicultural evaluation, in *Multicultural health evaluation: A foundation resource guide* (pp. 20-32). Los Angeles, CA: California Endowment.

Subramanian, K. (2000). The nature of social work services in a large public medical center serving an impoverished multicultural population, *Social Work in Health Care*, 31(2), 47- 64

Oral Presentations Begin

Unit 8 Outcome or Summative Evaluation

Conduct an outcome evaluation

Student presentations

Required Readings

Capella, E., Hoagwood, K. E., & Reinke, W.M. (2011). Advancing intervention research in school psychology: finding the balance between process and outcome for social and behavioral interventions.. *School Psychology Review*, 40(4) 455-464.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Group research designs. In *Program evaluation: An introduction* (5th ed., pp. 207-254). Belmont, CA: Wadsworth.

Smith, M. (2010). Designing the evaluation study. In *Handbook of program evaluation for social work and health professionals* (pp. 249-301). New York, NY: Oxford University Press.

Carlson, B. L., Foster, L., Dale, S. B., & Brown, R. S. (2007). Effects of Cash and Counseling on personal care and well-being. *Health Services Research*, 42(1 & 2), 467-487. doi:

Supplemental Readings

Davis, C. (2004). Hospital social work: Are we conducting the right type of research? *Social Work in Health Care*, 38(3), 67-79.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Single system research designs. In *Program evaluation: An introduction* (5th ed., pp. 141-174). Belmont, CA: Wadsworth.

Simon-Rusinowitz, L., Mahoney, K. J., Loughlin, D. M., & Sadler, M. D. (2005). Paying family caregivers: An effective policy option in the Arkansas Cash and Counseling demonstration and evaluation. *Marriage & Family Review*, 37(1 & 2), 83-105

Unit 9 Client Satisfaction and Ethical Issues

Client Satisfaction

Ethical issues

Student presentation

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Ethical issues in program evaluation. In *Program evaluation: An introduction* (5th ed., pp. 34-54). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Client satisfaction. In *Program evaluation: An introduction* (5th ed., pp. 175-193). Belmont, CA: Wadsworth.

Supplemental Readings

Smith, M. (2010). Appendix: University employee assistance program: client satisfaction questionnaire. In *Handbook of program evaluation for social work and health professionals* (pp. 365-368). New York, NY: Oxford University Press.

Walsh, T., & Lord, B. (2004). Client satisfaction and empowerment through social work intervention. *Social Work in Health Care*, 38(4), 37-56.

Unit 10 Measurement

Measuring objectives (outputs vs. outcomes)

Student presentation

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Measurement tools and strategies. In *Program evaluation: An introduction* (5th ed., pp. 271-300). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Illustrations of instruments. In *Program evaluation. An introduction*. (5th ed., pp. 301-316). Belmont, CA: Wadsworth.

Supplemental Readings

Smith, M. (2010). Designing the evaluation study. In *Handbook of program evaluation for social work and health professionals* (pp. 249-301). New York, NY: Oxford University Press.

Process Evaluation Due

Unit 11 Data Collection and Pragmatic Issues

Data collection Pragmatic issues

Student presentation

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Pragmatic issues. In *Program evaluation: An introduction* (5th ed., pp. 317-340). Belmont, CA: Wadsworth.

Smith, M. (2010). Implementing the evaluation study and analyzing the data. In *Handbook of program evaluation for social work and health professionals* (pp. 303-353). New York, NY: Oxford University Press.

Unit 12 Efficiency Evaluation

Conduct an efficiency evaluation

Cost-effectiveness designs

Student presentation

Required Readings

Dale, S. B., & Brown, R. S. (2007). How does cash and counseling affect costs? *Health Services Research, 42*(1 & 2), 488-509. doi: 10.1111/j.1475-6773.2006.00680.x

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Cost-effectiveness and cost analysis. In *Program evaluation: An introduction* (5th ed., pp. 255-270). Belmont, CA: Wadsworth

Oral Presentation Assignment Ends

Supplemental Readings

Kee, J. E. (2004). Cost-effectiveness and cost-benefit analysis. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 506-541). San Francisco, CA: Jossey-Bass. [VKC H97. H358 2004]

Walker, D. G., & Jan, S. (2005). How do we determine whether community health workers are cost-effective? Some core methodological issues. *Journal of Community Health, 30*(3), 221-229

Unit 13 Data Analysis

Data analysis

Using graphics to report findings

Making decisions with data

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Data analysis. In *Program evaluation: An introduction* (5th ed., pp. 341-372). Belmont, CA: Wadsworth.

Supplemental Readings

UCLA Statistics online seminar and Support. (n.d.). Retrieved from <http://www.ats.ucla.edu/stat/HyperStat/> and <http://www.ats.ucla.edu/stat/seminars/>

USC Statistics Support. (n.d.). Retrieved from <http://www.usc.edu/its/stats/index.html>

Unit 14 Consultation

No Class / Individual Appointments

Unit 15 Report and Proposal Writing

Report writing

Proposal writing

Course evaluation

Required Readings

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Writing evaluation proposal, reports, and journal articles. In *Program evaluation: An introduction* (5th ed., pp. 373-388). Belmont, CA: Wadsworth.

Smith, M. (2010). Writing the report and implementing the findings. In *Handbook of program evaluation for social work and health professionals* (pp. 355-364). New York, NY: Oxford University Press.

Assignments

These assignments provide an opportunity to apply course learning in a practice area of special interest to the students. They will come up with a practical and cost effective evaluation proposal that could be applied to a program in their field agencies. It is also expected that students will discuss ideas the assignment produces with the field agency as a way of obtaining feedback to make the learning experience more practical and application oriented. More detailed guidelines for each assignment will be provided in the classes.

Detailed outline of the assignments will be provided in class and also posted on the Blackboard.

Both the written assignments and oral presentation will address all course objectives. Students will be working individually or in groups throughout the semester for the assignments. If groups are possible, they will be decided within the first month of the course. Group grades will reflect identical grade points for every member of the group. Every member of the group is responsible for reading and proofreading every section of the paper. Any plagiarism or problem is a group problem as are all achievements. Students who fail to earn a B on any individual assignment may redo the assignment to obtain a B grade. Each of the major assignments is described below.

Assignment 1

Assignment 1 uses the RE-AIM Model to assess an evidence-based chronic disease program in the following Dimensions: REACH (Individual Level), EFFECTIVENESS (Individual Level), ADOPTION (Setting/Staff Level), IMPLEMENTATION (Setting/Staff Level), MAINTENANCE (Individual Level) and MAINTENANCE (Setting Level). Students will select a chronic disease topic from one of the following websites: Centers for Disease Control (search under Diseases & Conditions <http://www.cdc.gov/>), National Institute for Health (search health topics A-Z <http://health.nih.gov/>) or Agency for Healthcare Research and Quality (AHRQ) (<http://www.ahrq.gov/>). Students will complete this assignment individually and will use the RE-AIM Model worksheet provided to fill in responses for each RE-AIM Dimension. Students will select an evidence-based chronic disease program that will inform their work/research with a similar target population in a health care setting.

Assignment 2

The second assignment is an applied research exercise consisting of a process evaluation. Students have the option to work individual or in small groups of up to three persons. Each group will evaluate an existing program in one of their field agencies. Assignment 2 is a process evaluation proposal (10 pages maximum) and is due at the beginning of the Unit 9 class.

Assignment 3

The third assignment is to prepare a presentation on a selected evaluation tool to the class using Microsoft Powerpoint slides or a Prezzi presentation. Students can work in small groups of up to three persons. Each group member must present some portion of the topic. Each presentation will have a total time of 15 minutes for the tool presentation and 5 minutes for an evaluation of peer learning. Presentations are to be evaluated by peers including agency representatives (depending on their availability) and the faculty member. Tools will be proposed in advance using list posted by the instructor with student suggestions entertained. A master list will be prepared so there is no duplication. Each group should sign up for the presentation date and topic.

Assignment 4

The fourth assignment is also an applied research exercise consisting of an outcome evaluation. Students have the option to work individual or in small groups of up to three persons. Each group will evaluate an existing program in one of their field agencies. Assignment 4 is an outcome evaluation proposal (12-15 pages).

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: 650

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: UNDERSTANDING MILITARY CULTURE

Alpha Designator/Number: ^{sum}

6 5 0

Title Abbreviation:

U N D M I L I T A R Y C U L T U R E

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THE PURPOSE OF THIS COURSE IS TO TRAIN STUDENTS TO UNDERSTAND THE MILITARY CULTURE WITHIN WHICH MILITARY FAMILIES FUNCTION. THE COURSE LOOKS AT STRESSORS SUCH AS DEPLOYMENT, DIVERSITY OF MILITARY FAMILY STRUCTURES AND A RANGE OF DIVERSITY FILTERS WHICH IMPACT THE MILITARY FAMILY AND MILITARY CULTURE.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s): ^{SWK ~~650~~ 501 and 511} 500 LEVEL COURSES 613 & 614 Credit Hours: 3

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 <u><i>Jo De Sade</i></u>	Date <u><i>3/25/15</i></u>
Registrar <u><i>Roberta Ferguson</i></u> 440701	Date <u><i>3/26/15</i></u>
College Curriculum Chair <u><i>Commario Giovanni</i></u>	Date <u><i>4/3/15</i></u>
Graduate Council Chair <u><i>T Christofero</i></u>	Date <u><i>5-20-15</i></u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 650

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)

To provide students with an understanding of the military culture and how military families cope with and thrive within the military.

To challenge the student to consider ethical dilemmas, diversity issues, and the many stressors inherent in the military, when striving to intervene with military families.

To explore theories and research-informed intervention strategies and have the student assess and develop intervention goals with case studies.

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

Introduction to Course & the Culture of Military Family Life

Topics

- Review of syllabus
- Growing up in a military family: Military culture
- Contrasting active duty and guard/reserve families
- Ethical considerations for social workers

Systemic Approach to Military Families

Topics

- Family stress and resilience theories
- Family systems
- Military specific family genogram (class exercise)

Demands & Stressors on the Military Family

Topics

- Understanding combat stress/PTSD and the military couple
- Interventions for couples affected by combat PTSD

Unit 5: Demands & Stressors on the Military Family

Topics

- Understanding combat stress/PTSD and the children/family
- Interventions for children affected by PTSD

Demands & Stressors on the Military Family

Topics

- Family violence in military families
- Family advocacy program in the military

Demands/Stressors on the Military Family

Topics

- Geographic relocation: Impact on families and children
- Diversity of family structures
- Diversity in military families
- Dependents with Special Needs (Exceptional Family Member Program)

Demands/Stressors on the Military Family

Topics

- Substance abuse and military families

Military Family Life and Attachment Issues

Topics

- Attachment considerations for children
- Attachment considerations for spouses
- Parent-child interaction therapy as an intervention

Military Family Demands/Stressors

Topics

- Grief & loss in the military family
- Suicide & the veteran family

Unit 11: Military Family Demands/Stressors

Topics

- Employment challenges for civilian spouses
- Veteran transitioning/reintegration
- Women (and mothers) in the military

Military Family Demands/Stressors

Topics

- Combat injured families
- Traumatic brain injury
- Family caregiving

Support for Military Families

Topics

- Building community strengths to empower military families
- Military children in schools

Sex and Intimacy for Couples after Wartime

Topics

- Expression of sexuality post war
- Changes in sexual/intimacy functioning and response
- Couples sex therapy

Self Care for Trauma Social Workers

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

Exum, H. A., Coll, J. E., & Weiss, E. L. (2011). *A counselor's primer for counseling veterans* (2nd ed.). Deer Park, NY: Linus Publications.

Nichols, M. P. (2007). *The essentials of family therapy* (3rd ed.). New York, NY: Pearson.

Hall, L. K. (2008). *Counseling military families: What mental health professionals need to know*. New York, NY: Routledge.

Matsakis, A. (2007). *Back from the front: Combat trauma, love and the family*. Baltimore, MD: Sidran Institute Press.

”.

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

Lecture, Simulated Client Lab, written assignments

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

Assignment	Due Date	% of Final Grade
1: Topic In-Class Presentation		25%
2: Reflective Journal		25%
3: Case Study Assignment		40%
Meaningful Class Participation		10%

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

Not Applicable

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

- Barker, L. H., & Berry, K. D. (2009). Developmental issues impacting military families with young children during single and multiple deployments. *Military Medicine*, 174, 1033-1042.
- Bell, D. B., Stevens, M. L., & Segal, M. W. (1995). *How to support families during overseas deployments: A sourcebook for service providers*. Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences. Research Report 1687.
- Boss, P. (2007). Ambiguous loss theory: Challenges for scholars and practitioners. *Family Relations*, 56(2), 105-111.
- Bowling, U. B., & Sherman, M. D. (2008). Welcoming them home: Supporting service members and their families in navigating the tasks of reintegration. *Professional Psychology: Research and Practice*, 39, 451-458.
- Burrell, L. M., Adams, G. A., Durand, D. B., & Castro, C. A. (2006). The impact of military lifestyle demands on well-being, army, and family outcomes. *Armed Forces & Society*, 1(33), 43-58.
- Council on Social Work Education. (2010). *Advanced social work practice in military social work*. Alexandria, VA: Author.
- Everson, R. B., & Figley, C. R. (Eds.). (2010). *Families under fire: Systematic therapy with military families*
- Figley, C. R. (1995). Compassion fatigue as secondary traumatic stress disorder: An overview. In C. R. Figley (Ed.), *Compassion fatigue: Coping with secondary stress disorder in those who treat the traumatized* (pp. 1-20). New York, NY: Routledge.
- Kennedy, C. H., Zillmer, E. A. (2006). *Military psychology: Clinical and operational applications*. New York: Guilford Press.
- Hall, L. K. (2008). The military family. In *Counseling military families: What mental health professionals need to know* (pp. 71-100). New York, NY: Routledge
- Hall, L. K. (2008). Introduction. In *Counseling military families: What mental health professionals need to know* (pp. 3- 23). New York, NY: Routledge.
- Hall, L. K. (2008). Military service members. In *Counseling military families: What mental health professionals need to know* (pp. 25-41). New York, NY: Routledge.
- Hall, L. K. (2008). The unique culture of the military. In *Counseling military families: What mental health professionals need to know* (pp. 45-70). New York, NY: Routledge.
- Matsakis, A. (2007). Sex now, sex never?. In *Back from the front: Combat trauma, love and the family* (pp. 136-163). Baltimore, MD: Sidran Institute Press.
- Nunnink, S. E., Goldwaser, G., Niloofar, A., Nievergelt, C. M., & Baker, D. G. (2010). The role of emotional numbing in sexual functioning among veterans of the Iraq and Afghanistan Wars. *Military Medicine*, 175, 424-428.
- Ponsford, J. (2003). Sexual changes associated with traumatic brain injury. *Neuropsychological Rehabilitation*, 13, 275-289.
- Weeks, G. R. (2005). The emergence of a new paradigm in sex therapy: Integration. *Sexual and Relationship Therapy* 20, 89-103

- 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 650 Understanding Military Culture

Catalog Description The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture.

Prerequisites: SWK 501 & 511

First Term Offered: Fall 2017

Credit Hours 3

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: 653

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED FIELD PRACTICUM

Alpha Designator/Number: ^{SWK}

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Title Abbreviation:

A	D	V		F	I	E	L	D		P	R	A	C	T	I	C	U	M								
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(Limit of 25 characters and spaces)





Course Catalog Description: (Limit of 30 words) THIS COURSE PROVIDES CONCENTRATION YEAR STUDENTS WITH AN AGENCY-BASED FIELD INSTRUCTION AND CLASSROOM SEMINAR FOR ADVANCED LEARNING AND PRACTICE OPPORTUNITIES. THE PRACTICUM TAKES PLACE DURING THE SECOND SEMESTER OF THE CONCENTRATION YEAR.

Co-requisite(s): NONE First Term to be Offered: FALL 2016

Prerequisite(s): 500 LEVEL & 613 & 633 ^{SWK} *and* Credit Hours: 9
Concurrent Prereq. 634

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 <u></u>	Date <u>3/25/15</u>
Registrar <u> 440701</u>	Date <u>3/26/15</u>
College Curriculum Chair <u></u>	Date <u>3/2/15</u>
Graduate Council Chair <u></u>	Date <u>5-20-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number: 653

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)

1. Demonstrate ability to apply critical thinking skills within professional contexts, including synthesizing and applying to practice situations theories and knowledge studied in Social Work Practice III & IV, as well as other courses throughout the concentration and concentration curricula. (FCPO 1,2; IH PO 1,2)

College: COHP Department/Division: Social Work Alpha Designator/Number: 023

Provide complete information regarding the new course addition for each topic listed below before posting 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. DEDUPLICATION: 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.

3. REQUIRING COURSE: If this course will be required by another department(s), identify in whom by name. Enter "Not Applicable" if not applicable.

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

6. COURSE OBJECTIVES: (May be submitted as a separate document) Demonstrate ability to apply critical thinking skills within professional contexts, including synthesizing and applying to practice situations theories and knowledge studied in Social Work Practice III & IV, as well as other courses throughout the concentration and concentration curricula. (FCPO 1.2; IH PO 1.2)

2. **Specify congruence and discrepancies between their field experiences and content of the courses that they have taken to date. (FCPO2; IH PO 2)**
3. **Practice within the values and ethics of the social work profession and promote the same in others (individual, groups, and organizations) particularly in regards to celebration of human diversity and commitment to advance human rights and social and economic justice. (FCPO 1,2; IH PO 1&2)**
4. **Disclose congruence and discrepancies between their personal values and ethics with those of the profession and service delivery systems. (FCPO1,2,4; IH PO 1,2,4)**
5. **Evidence purposeful professional use of self with change agent, client, target, and action systems across systems levels in the field as well as with classmates and faculty/instructor in Seminar. (FCPO 1,2; IHPO 1,2)**
6. **Analyze and describe both the agency/organization and community context of their practice. (FCPO 1,3; IHPO 1,3)**
7. **Analyze how oppression and discrimination manifest in the various settings within which students and their clients operate and begin to develop planned change strategies to promote social and economic justice. (FCPO2; IHPO 2)**
8. **Exhibit expertise at cultivating effective teamwork, collaboration and community-building in context of human diversity and inclusiveness. (FCPO 2; IHPO2)**
9. **Present their practicum learning contract and communicate to what extent individualized learning goals (in knowledge, skills and affective domains) have been realized, how success has been measured, reasons for goal attainment or not, and plan for further personal-professional development after graduating with an MSW degree. (FCPO 4; IHPO4)**
10. **Demonstrate capacity for effective supervision and consultation (as supervisee and supervisor, as consultee and consultant) (FCPO4; IHPO4)**
11. **Display increased competence in professional writing and recording.(FCPO1; IHPO1)**

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

Class session

Video Conference: Elder Abuse Mistreatment 4:30 -5:30 and discussion with panelists for remaining class time.

Reflective journal due.

No class session: integrative journal due.

Class session and updated learning contract due.

No class session. Integrative journal due.

Video Conference: Depression and Suicide Risk in Late Life. 4:30-5:30 video conference, followed by discussion with panelists for remaining class time. Integrative journal due.

No class session. Integrative journal due.

Class session

Conference (conference may be counted toward field hours, 9am-3pm there will also be a student poster session in which students will have the opportunity to submit a proposal to present. We will discuss in class.

Integrative journal due.

Assignment (see syllabus for options A, B, C, D, E due)

Standardized Client Simulation

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

Cournoyer, B. (2004). Evidence-based practice: Skills book. New York: Allyn & Bacon

(This text will be utilized as a framework for the Evidence-Based Practice Paper for students selecting this assignment option)

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

Lecture, Simulated Client Lab, written assignments

Bi-weekly field seminar classes will incorporate a variety of teaching-learning methods. Each class session will provide time for open field work discussion.

open their work assignments

Students will be assigned to groups to discuss and analyze the reading-reading method. Each class session will provide time for students to discuss their work assignments

EXAMINER OF THE READING-READING METHOD (Reading, 100, 100)

open

This text will be assigned as a homework for the Evidence-based Reading paper for students preparing this assignment. Students will discuss this text in class. New York: McGraw-Hill

EXAMINER OF THE READING-READING METHOD AND READING-READING METHOD (Reading, 100, 100)

Reading-Reading Class Discussion

Students will be assigned to discuss the text in class.

Students will discuss the text in class.

Students will discuss the text in class. We will discuss in class.

Students will discuss the text in class. We will discuss in class. We will also discuss in class.

Students will discuss the text in class.

Students will discuss the text in class. We will discuss in class.

Students will discuss the text in class. We will discuss in class. We will also discuss in class.

Students will discuss the text in class.

Students will discuss the text in class.

Students will discuss the text in class.

Students will discuss the text in class.

Students will discuss the text in class. We will discuss in class. We will also discuss in class.

Students will discuss the text in class.

EXAMINER OF THE READING-READING METHOD (Reading, 100, 100)

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

Comprehensive Journals
Integrated Journals
Evidence Based Social Work Paper
Comprehensive Assessment
Field Practicum Evaluation

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

Not Applicable

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

- Bernhardt, A. (2009). Rising to the challenge of treating OEF/OIF Veterans with co-occurring PTSD and substance abuse. *Smith College Studies in Social Work*, 79(3), pp. 344-367.
- Bray, R.M.; Hourani, L.L. (2007). Substance use trends among active duty military personnel: findings from the United States Department of Defense Health Related Behavior Surveys, 1980-2005.
- Bride, B. & Figley, C. R. (2009). Secondary trauma and military veteran caregivers. *Smith College Studies in Social Work*, 79(3/4), 314-329.
- Calhoun, P.S.; Stechuchak, K.M.; Strauss, J.; Bosworth, H.B.; Marx, C.E.; Butterfield, M.I. (2007). Interpersonal trauma, war zone exposure, and posttraumatic stress disorder among veterans with schizophrenia. *Schizophrenia Research*, 91(1), pp. 210.
- Hoge, C.W., McGurk, D., Thomas, J.F. Cox, A.L., Engel, C.C. & Castro, C. (2008). Mild traumatic brain injury in U.S. soldiers returning from Iraq. *New England Journal of Medicine*, 358(5), 453-463.
- In C. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp. 150-177). New York: Brunner/Mazel. Tripp, E.F. (2008). *Surviving Iraq: Soldiers' stories*, pp. 183-191- *Losing another woman*; pp. 200-206- *Treating soldiers with PTSD*). Northampton, MA: Olive Branch Press.
- Friedman, M. Posttraumatic Stress Disorder: An Overview. <http://www.ptsd.va.gov/professional/pages/ptsd-overview.asp>. United States Department of Veterans Affairs.
- Feczer, D. and Bjorklund, P. (2008). Forever Changed: Posttraumatic Stress Disorder in Female Military Veterans, A Case Report. *Perspectives in Psychiatric Care*, 45(4), pp. 278-291.
- Jaffee, M.S.; Meyer, K. S. (2009). A brief overview of Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD) within the Department of Defense. *The Clinical Neuropsychologist*, 23(8), pp. 1291-1298.
- Jones, K.D.; Young, T., and Leppma, M. (2010). Mild Traumatic Brain Injury and Posttraumatic Stress Disorder in returning Iraq and Afghanistan war veterans: Implications for assessment and diagnosis. *Journal of Counseling & Development*, 88(3), pp. 372-376.
- Nunnink, S.E.; Goldwaser, G.; Heppner, P.S. Pittman, J.O.E., Nievergelt, C.M.; Baker, D.G. (2010). Female veterans of the OEF/OIF conflict: Concordance of PTSD symptoms and substance misuse. *Addictive Behaviors*, 35, pp. 655-659.
- Palmer, C. (2008). A theory of risk and resilience factors in military families. *Military Psychology*, 20, pp. 205-217.
- Pearlman, L.A. & Saakvitne, K. W. (1995). Treating therapists with vicarious traumatization and secondary traumatic stress disorders
- Pietrzak, R.H.; Johnson, D.C.; Goldstein, M.B.; Malley, J.C., Rivers, A.J.; Morgan, C.A.; Southwick, S.M. (2009). Psychosocial buffers of traumatic stress, depressive symptoms, and psychosocial difficulties in veterans of Operations Enduring

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 653 Advanced Field Practicum

Catalog Description Provides concentration year second semester agency-based field instruction and classroom seminar for advanced learning and practice opportunities relevant to social work.

Prerequisites: Concurrent Pre-Req SWK 633 & 634

First Term Offered: Fall 2016

Credit Hours 3

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: COHPDept/Division: SOCIAL WORKAlpha Designator/Number: 655 Graded CR/NCContact Person: PEGGY PROUDFOOT HARMANPhone: 304-696-3146

NEW COURSE DATA:

New Course Title: COMORBIDITY OF MENTAL AND PHYSICAL DISORDERSAlpha Designator/Number: SWK

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Title Abbreviation:

C	O	M	O	R	B		O	F		M	H	&	P	H	Y		D	I	S	O	R	D	E	R
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THE COURSE FOCUSES ON BEHAVIORAL HEALTH ISSUES AS RELATED TO PREVENTION, ASSESSMENT, TREATMENT, AND EVALUATION, AND THE EFFECTIVE IMPLEMENTATION WITH ALL INDIVIDUALS TO INCLUDE MILITARY AND MILITARY AFFILIATED INDIVIDUALS, INCLUDING VETERANS AND THEIR FAMILIES

Co-requisite(s): NONEFirst Term to be Offered: FALL 2016Prerequisite(s): 500 LEVEL COURSES 613 & 614 SWK 634 JK Credit Hours: 3Course(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 <u>[Signature]</u>	Date <u>3/25/15</u>
Registrar <u>[Signature]</u> 440701	Date <u>3/26/15</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>4/3/15</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-20-15</u>

Request for Graduate Course Addition - Page 2

College: COHP Department/Division: Social Work

Alpha Designator/Number: 655

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)

Identify and assess the neurobiological factors related to traumatic stress and subsequent behavioral and affective responses within socio-cultural context.

Identify and assess the residual effects of combat and deployment stressors in relational and attachment patterns.

Identify the role of diversity, ethics and use of “professional self” with all clinical modalities.

Develop beginning knowledge and skills in individual, couple/family, group and clinical case management methods with clients coping with the aftermath of combat and deployment stressors.

Identify explicit and implicit ideological, policy and value assumptions inherent in the clinical work with combat veterans and their families.

Evaluate and critically assess the relationship between social welfare policy and clinical social work practice and how it impacts combat veterans and their families.

Recognize the historical context for psychological responses and treatment methods for combat veterans and their families throughout the deployment cycle.

Identify and critically assess the risk and protective factors in coping with traumatic stress.

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

UNIT ONE & TWO: INTRODUCTION AND OVERVIEW

1. Historical context and culture of the military
2. Clinical social work practice within bio-psychosocial context
3. Demographics and risk/protective factors related to combat trauma
4. Role of diversity, ethics and use of professional self
5. Deployment cycle for US Armed Forces: Active-duty, Reserve and National Guard
6. Veterans and their families from diverse war zones

UNIT THREE: PHENOMENOLOGICAL EXPERIENCE OF COMBAT TRAUMA

1. Challenges stressors and rewards
2. Narratives of combat
3. Secondary trauma: identification and management

UNIT SIX: PRACTICE WITH INDIVIDUALS

1. Mental health responses: Acute anxiety reaction, PTSD, depression/suicidality and other anxiety disorders
2. Attachment theory and Cognitive Behavioral theory
3. Clinical case management with soldiers, veterans and their families

UNIT CLASS SEVEN: PRACTICE WITH INDIVIDUALS, continued

1. Psychoeducational approaches: Battlemind Training for Soldiers, Partners and Clinicians
2. Cognitive-behavioral approaches: Cognitive Processing Therapy, Exposure Therapy and EMDR
Cognitive Processing Therapy for Veterans and Military Personnel-Complete Online Training (150 minutes)
<http://www.essentiallearning.net/Student/content/sections/Lectora/CognitiveProcessingTherapyforPTSDinVeteransandMilitaryPersonnel/index.html>

UNIT EIGHT: PRACTICE WITH COUPLES AND FAMILIES

1. Disruptions in attachments with multiple separations/reunions, moves and combat exposure
2. Effects of PTSD related hyper arousal
3. Prevention of intimate partner violence
4. Phase oriented couple therapy treatment model
5. Anger eruptions and effects on children

UNIT NINE: PRACTICE WITH COUPLES AND FAMILIES, continued

1. Disentangling mild traumatic brain injury (concussion) from stress responses
2. Family responses and "caregiver burden" in response to brain injury.

UNIT TEN: SPECIFIC ISSUES FOR WOMEN

1. Single parenting
2. Effects of separations and deployment on children
3. Military sexual trauma
4. Gendered socialization

UNIT ELEVEN: CHILDREN & ADOLESCENTS

1. Transgenerational Effects of PTSD
2. Emotional and Behavioral Problems
3. Social Problems

UNIT TWELVE: PRACTICE WITH GROUPS

1. Role of peer support
2. Psychotherapy? Psychoeducation? Mutual support groups?
3. Role of projective identification?

UNIT THIRTEEN & FOURTEEN: SUBSTANCE ABUSE AND PTSD

1. Substance abuse and addictions
2. Seeking Safety model
3. Individual, family, group and clinical case management models

UNIT FIFTEEN: ETHICAL CONSIDERATIONS

1. Socio-political factors and moral dilemmas
2. Working with quasi-voluntary clients
3. WRAP-UP and LAUNCHING TOWARD THE NEXT STEPS!

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

Foa, E. B., Friedman, M. J., & Cohen, J. A. (2009). (2nd ed.). *Effective treatments for PTSD: Practice guidelines from the international society for traumatic stress studies*. New York: Guilford Press

Najavits, L. (2001). *Seeking safety: A treatment manual for PTSD and substance abuse*. New York: Guilford Press.

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

To pursue its educational objectives, this course relies on lecture material. Format includes didactic material, clinical case discussions and analysis of videotapes.

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

Students will be graded on the following evaluative measures: (1) preparation and participation; (2) Online Reflection Journal; (3) Case Formulation Reviews (oral/written) and; (4) Treatment/Advocacy Plan

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

Not Applicable

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

Bernhardt, A. (2009). Rising to the challenge of treating OEF/OIF Veterans with co-occurring PTSD and substance abuse. *Smith College Studies in Social Work*, 79(3), pp. 344-367.

Bray, R.M.; Hourani, L.L. (2007). Substance use trends among active duty military personnel: findings from the United States Department of Defense Health Related Behavior Surveys, 1980-2005.

Bride, B. & Figley, C. R. (2009). Secondary trauma and military veteran caregivers. *Smith College Studies in Social Work*, 79(3/4), 314-329.

Calhoun, P.S.; Stechuchak, K.M.; Strauss, J.; Bosworth, H.B.; Marx, C.E.; Butterfield, M.I. (2007). Interpersonal trauma, war zone exposure, and posttraumatic stress disorder among veterans with schizophrenia. *Schizophrenia Research*, 91(1), pp. 210.

Hoge, C.W., McGurk, D., Thomas, J.F. Cox, A.L., Engel, C.C. & Castro, C. (2008). Mild traumatic brain injury in U.S. soldiers returning from Iraq. *New England Journal of Medicine*, 358(5), 453-463.

In C. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp. 150-177). New York: Brunner/Mazel. Tripp, E.F. (2008). *Surviving Iraq: Soldiers' stories*, pp. 183-191- *Losing another woman*; pp. 200-206- *Treating soldiers with PTSD*. Northampton, MA: Olive Branch Press.

Friedman, M. *Posttraumatic Stress Disorder: An Overview*. <http://www.ptsd.va.gov/professional/pages/ptsd-overview.asp>. United States Department of Veterans Affairs.

Feczner, D. and Bjorklund, P. (2008). Forever Changed: Posttraumatic Stress Disorder in Female Military Veterans, A Case Report. *Perspectives in Psychiatric Care*, 45(4), pp. 278-291.

Jaffee, M.S.; Meyer, K. S. (2009). A brief overview of Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD) within the Department of Defense. *The Clinical Neuropsychologist*, 23(8), pp. 1291-1298.

Jones, K.D.; Young, T., and Leppma, M. (2010). Mild Traumatic Brain Injury and Posttraumatic Stress Disorder in returning Iraq and Afghanistan war veterans: Implications for assessment and diagnosis. *Journal of Counseling & Development*, 88(3), pp. 372-376.

Nunnink, S.E.; Goldwaser, G.; Heppner, P.S. Pittman, J.O.E., Nievergelt, C.M.; Baker, D.G. (2010). Female veterans of the OEF/OIF conflict: Concordance of PTSD symptoms and substance misuse. *Addictive Behaviors*, 35, pp. 655-659.

Palmer, C. (2008). A theory of risk and resilience factors in military families. *Military Psychology*, 20, pp. 205-217.

Pearlman, L.A. & Saakvitne, K. W. (1995). Treating therapists with vicarious traumatization and secondary traumatic

stress disorders

Pietrzak, R.H.; Johnson, D.C.; Goldstein, M.B.; Malley, J.C., Rivers, A.J.; Morgan, C.A.;

Southwick, S.M. (2009). Psychosocial buffers of traumatic stress, depressive symptoms, and psychosocial difficulties in veterans of Operations Enduring Freedom and Iraqi Freedom: The role of resilience, unit support and post deployment social support. *Journal of Affective Disorders*, 120, pp. 188-192.

Rubin, A., Weiss, E. L., & Coll, J. E. (2013). *Handbook of military social work*. Hoboken, NJ: John Wiley & Sons, Inc., Chapter 10.

Tyson, J. (2007). Compassion fatigue in the treatment of combat-related trauma during wartime. *Clinical Social Work Journal*, 35 (3), 183-192.

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 655 Comorbidity of Mental and Physical Disorders

Catalog Description This course is a concentration elective course. This elective course draws from research data that explore the effects of deployment and combat stress on the physical and mental health of active duty U.S. service members and their families

Prerequisites: SWK 634

First Term Offered: Fall 2016

Credit Hours 3

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: 670

 Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED THEORIES AND PRACTICE WITH CHILDREN

Alpha Designator/Number:

6	7	0							
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Title Abbreviation:

A	D	V		T	H	E	O	R	Y		&		P	R	A	C	T		C	H	I	L	D
---	---	---	--	---	---	---	---	---	---	--	---	--	---	---	---	---	---	--	---	---	---	---	---

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THE COURSE BUILDS A FRAMEWORK FOR SOCIAL WORK INTERVENTIONS USING NORMATIVE DEVELOPMENTAL SUPPORTS AND MENTAL HEALTH CASE PLANNING. STUDENTS WILL DEVELOP ADVANCED CLINICAL SOCIAL WORK PRACTICE KNOWLEDGE AND SKILLS FOR WORKING WITH CHILDREN AND ADOLESCENTS WITH MENTAL HEALTH RISKS.

Co-requisite(s): NONE

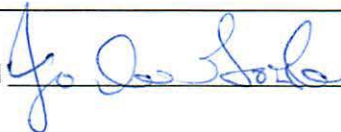

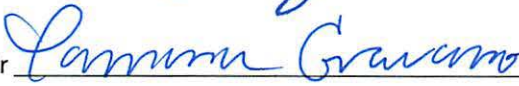

First Term to be Offered: FALL 2016

Prerequisite(s): ~~500 LEVEL COURSES 613 & 614~~

Credit Hours: 3

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	3/25/15
Registrar	 440701	Date	3/26/15
College Curriculum Chair		Date	4/13/15
Graduate Council Chair		Date	5-20-15

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Social Work

Alpha Designator/Number:670

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)

Students will apply theories and knowledge of child/adolescent development to addressing mental health issues in this age group.

Students will understand effects of trauma on child development and apply to trauma focused practice.

Students will identify mental health issues of children and DSM diagnosis.

Students will apply assessment and engagement skills with children and adolescents and with their families..

Students will apply relevant evidence-informed therapeutic approaches (including cognitive behavioral, family systems, parent education curricula) to work children, adolescents and their families

Students will be able to facilitate groups with children and adolescents.

Students will identify social, economic, and environmental issues for this population and identify implications for social and organization policy and community action.

Students will be able to articulate and apply to practice how diversity issues such as race/ethnicity, culture, poverty, education, sexual orientation

and geography affect children and their families, and their relevance for assessment, and intervention at micro and macro levels.

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

Unit 1 (2 weeks)

Overview of course and child mental health

- Review of DSM V diagnostic categories for children and adolescents
- Review of ecosystems application with children and families
- Review of syllabus, course assignments and expectations

Unit 2 (1-2 week)

Trauma informed practice

- Identification of impact of trauma on children and adolescents
- Effects of abuse and neglect on children and adolescents
- Trauma-informed practice –strategies

Unit 3 (2-3 weeks)

Diagnosis and Treatment

- Intervention strategies based on DSM diagnosis
- Assessment tools and approaches
- Psychotropic medications used with children and youth

Unit 4 (4 weeks)

Therapeutic approaches

- Cognitive Behavioral
- Play therapy
- Group therapy
- Other evidence informed approaches

Unit 5 (2 week)

Family Therapy

- Family dynamics
- Evidence-informed Intervention with families
- Evidence-informed parent education programs

Unit 6: (1 week)

Special Populations and Issues

- Substance abuse
- Sexual identity and orientation
- Suicide
- Ethnic/cultural diversity

Unit 7 (1 -2 week)

Policy and Macro considerations

- Prevention programs
- Social, economic, environmental justice issues with children and youth
- Policy implications

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

Babies, Douglas (2011), Child Development, 3rd edition. NY: Guilford Press.

McKenzie, Fred (2008), Theory and Practice with Adolescents. Chicago, Lyceum Books.

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

In this course, each class will include lecture, discussion of readings and case examples. While children's ages/stages are not discrete times as much as descriptive periods of learning, it is useful to organize this course using this typical developmental lens. The focus will start with what happens for most children and how are core developmental capacities supported within the parent(s)-child and family context; then we will consider how developmental compromises and mental health needs emerge; and finally, what do children need from adults to recover and repair these capacities so that they can move forward and adapt as best as they can. Students are expected to complete assigned readings before each class. Additional readings will be included that address particular interests and learning needs of enrolled students. Because this is an advanced practice course, it is imperative that students be prepared with both understanding of the reading content and with case examples from their own work and placement experiences. Social work students are reminded that while this is an academic class, it is also professional training, and confidentiality about case material will be expected. If any student is not actively working with children then accommodations will be made to connect this student with community resources.

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

At course completion, students should be able to: 1. use developmental knowledge and principles to assess child clients, identify needs, and develop a case plan that is consistent with this assessment; 2. utilize assessment information to form a clear case formulation and intervention plans and strategies that fit the case and the child's needs; 3. identify intervention possibilities in diverse settings and with resources at hand, with awareness that relationship engagement provides potential for new learning; 4. provide guidance and direction to parents and other caregivers regarding the developmental needs of child clients; 5. evaluate case process and progress; 6. read and use research about normative child development, as well as impact of disruptions on developmental growth, and apply this knowledge to practice; 7. integrate learning from other social work classes, to assure respect for and appreciation of the impact of cultural, racial and economic differences that are an integral part of any client system; 8. review agency policies and contribute to the effective organization of services, so that these best address needs of children.

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

Not Applicable

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

Allen-Meares, P., Colarossi, L., Oyserman, D. & Deroos, Y. (2003). "Assessing depression in childhood and adolescence: A guide for social work practice" Child and Adolescent Social Work Journal, 20(1): 5-20.

Allen-Meares, Paula. (1987). "Depression in Childhood and Adolescence." Social Work (Nov./Dec.). In *Stacks*.

Allen-Meares, Paula. (1991). "Educating Adolescents on the Dangers of Premature Child bearing and Drug Use: A Focus on Prevention." Child and Adolescent Social Work Journal, 8(4):327-338.

Benard, Bonnie, Fatoglia, Barbara and McDonald, Mary. (1991). "Effective Substance Abuse Prevention: School Social Workers as Catalysts for Change," Social Work in Education, 13(2):90-104.

Bilides, David G. (1990). "Race, Color, Ethnicity, and Class: Issues of Biculturalism in School Based Adolescent Counseling Groups." Social Work With Groups, 13(4):43-58.

Brier, Norman. (1989). "The Relationship between Learning Disability and Delinquency: A Review and Reappraisal." Journal of Learning Disabilities, 22(9): 546-553, (Nov.)

Dao, Mai. (1991). "Designing Assessment Procedures for Educational at Risk Southeast Asian-American Students." Journal of Learning Disabilities, 24(10): 594-601. In *Stacks*.

Davies, D. (1991). Intervention with Male Toddlers who have Witnessed Parental Violence. Families in Society, 72(9): 515-524.

Dore, Martha M. and Dumois, Anna O. (1990)... "Cultural Differences in the Meaning of Adolescent Pregnancy." Families in Society 71(2): 93-101, (February). In *Stacks*.

Early, Barbara. (1993). "The Healing Magic of Myth: Allegorical Tales and ...Children of Divorce 1" Child and Adolescent Social Work Journal, 10:2, (April). In *Stacks*.

Everett, Joyce, Chipungu, Sandra, and Leashore, Bogart. (1991). Child Welfare: An Afrocentric Perspective. New Brunswick: Rutgers University Press. HV 3181 .C48 1991

Fair, C.D., et al. (1995). "Healthy Children in Families Affected by AIDS," Child and Adolescent Social Work Journal, 12(3): 165-181. In *Stacks*.

- The Family Therapy Networker, 20(3) (1996) "Reaching Out to Teenagers in a Troubled Time." (The entire issue). *In Stacks*.
- Focht, Lynn and Beardslee, William R. (1996). "Speech after Long Silence," The Uses of Narrative Therapy in Preventive Intervention for Children of Parents with Affective Disorder," Family Process, 35(4): 407-422, (December).
- Freeman, Jennifer, Epston, David and Lobovits, Dean. (1997). Playful Approaches to Serious Problems: Narrative Therapy with Children and Their Families. New York: Norton.
- Gallagher, Mary M., et al.(1995). "Mental Health Treatment of Cumulatively/Repetitively Traumatized Children," Smith College Studies in Social Work, 65(3):205-237. *In Stacks*.
- Gibbs, Jewell Taylor and Moskowitz-Sweet, Gloria. (1991). "Clinical and Cultural Issues in the Treatment of Biracial and Bicultural Adolescents." Families in Society, 72: 10 (Dec.). *In Stacks*.
- Hardy, Kenneth. (1996). "Breathing Room," The Family Therapy Networker, 20:3 (May/June).
- Hetrick, Emery and Martin, A. Damien. (1987). "Developmental Issues and Their Resolution for Gay and Lesbian Adolescents." Journal of Homosexuality, 14. *In Stacks*.
- Hibbs, E. and Jensen, P. (Eds.) (1996). Psychosocial Treatment for Child and Adolescent Disorders. American Psychosocial Association.
- Hussey, D., et al. (1992). "Male Victims of Sexual Abuse: An Analysis of Adolescent Psychiatric Inpatients," Child and Adolescent Social Work Journal, 9:6-tDecember). *In Stacks*.
- Kaplan, Alexandria; Klein, Rona and Gleason, Nancy. (1991). "Women's Development in Late Adolescence," in Women's Growth in Connection. HQ 1206 .W879 1991
- Larner, Glenn. (1996). "Narrative Child Family Therapy," Family Process, 35(4): 423-440, (Dec.).
- Tumey, D. & Tanner, K. (2001). "Working with neglected children and their families." Journal of Social Work Practice, 15(2): 193-204.
- Wallerstein, J.(1989). Second Chances: Men, Women and Children A Decade after Divorce, New York: Ticknor and Fields. HQ 834 .W358 1989
- Wodarski, John S., Kurtz, David P., Gandin, James M. and Hawing, Phyllis T. (1990). "Maltreatment and the School-Age Child: Major Academic, Socioemotional and Adaptive Outcomes." Social Work, 35(6): 506-513, (November).
- Wodarski, John and Harris, Pamela. (1987). "Adolescent Suicide: A Review of Influences and the Means For Prevention." Social Work 32:6 (November/December). *In Stacks*.
- Zayas, L. and Katch, M.(1989). "Contracting with Adolescents: An Ego-Psychological Approach." Social Casework 70: 1 (January).

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 670 Advanced Theories and Practice with Children

Catalog Description: This course builds a framework for social work interventions using normative developmental supports and mental health case planning. Develop advanced clinical social work practice knowledge and skills for working with children and adolescents with mental health risks and provide knowledge for community social workers serving children who are exposed to stress.

Prerequisites: SWK 634

First Term Offered: Spring 2017

Credit Hours 3

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: 673

Graded CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FAMILY & COMMUNITY VIOLENCE IN RURAL AND UNDERSERVED AREAS

Alpha Designator/Number:

6	7	3							
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Title Abbreviation:

F	A	M		&		C	O	M	M		V	I	O	L	E	N	C	E						
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THIS COURSE PROVIDES CONTENT COVERING VARIOUS TYPES OF VIOLENCE THROUGH THE LIFESPAN. SPECIFICALLY, CHILD ABUSE, SCHOOL VIOLENCE, JUVENILE VIOLENCE, FAMILY VIOLENCE, WORKPLACE VIOLENCE, AND ELDER ABUSE WIL BE ANALYZED AND DISCUSSED. THE COURSE WILL CONSIDER THE RISK FACTORS, CURRENT POLICIES, PRACTICES AND INTERVENTIONS WITH VULNERABLE POPULATIONS.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s):

SWK 634

Credit Hours: 3

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

[Signature]

Date

3/25/15

Registrar

[Signature] 440701

Date

3/26/15

College Curriculum Chair

[Signature]

Date

4/13/15

Graduate Council Chair

[Signature]

Date

5-20-15

Request for Graduate Course Addition - Page2

College: COHP Department/Division Social Work

Alpha Designator/Number: 673

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)

After completion of this course the student will be able to:

Knowledge objectives:

Understand the current state of knowledge of child abuse, school violence, juvenile violence, family violence, workplace violence, and elder abuse.

Measure: Exams

Understand the relationship between racism, and sexism and abuse/violence.

Measure: Exams

Understand the policies and practices of institutions as well as the interrelationship between institutions which affect and are affected by abuse/violence.

Measure: Exams

Skill objectives:

Discuss and critique theories utilized to explain and predict abuse and violence.

Measure: Exams

Understand and apply the most appropriate and effective interventions for working with individuals, families, and communities in the area of abuse/violence.

Measure: Exams and paper

Value objectives:

Identify the ethical conflicts social workers experience when working with abuse and violence.

Measure: Exams

Identify and discuss the values in the U.S which support and encourage abuse/violence.

Measure: Exams

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

- Week 1 Violence in America
- Week 2 Child Abuse
Read: nccanch.acf.hhs.gov/index.cfm
National Clearinghouse on Child Abuse and Neglect Read Preventing child abuse, overview of child abuse, reporting, and issues associated with child abuse and neglect. Information on web page under suppl. readings
- Week 3 Child Abuse
Read: acf.dhhs.gov/programs/cb
Click on factsheets/publications and read 2 factsheets and 1 report/publication of your choice. Be prepared to summarize the info for the class. Information on web page under suppl.readings
- Week 4 School Violence
Read: chap. 12, 13, and 15
- Week 5 School Violence
Read: chap. 14
- Week 6 Juvenile Violence
Read: chap. 6 and 7
- Week 7 Juvenile Violence
Read: chap. 8 and 9
- Week 9 Juvenile Violence
Read: chap. 10 and 11
Take home exam handed out in class
- Week 10 Family Violence
Read: chap. 1, 2, and 3
Take Home Exam due in class
- Week 11 Family Violence
Read: chap. 4 and 5
- Week 12 Workplace Violence
Read: chap. 16 and 17
- Week 13 Workplace Violence
Read: chap. 18
- Week 14 Elder Abuse
Read: Elder Abuse chapter by Pat Brownell on Webpage under suppl. readings
Paper Due
- Week 16 Elder Abuse
Read: High Risk elder victims on Webpage under suppl. readings
- Week 17 **Final Exam**

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)
Rapp-Paglicci, L., Roberts, A., & Wodarski, A. (2002) Handbook of Violence. New York: Wiley & Sons.

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

This course will be delivered through lectures, class discussions, class exercises, guest speakers, and videos. It is expected that students will have completed their reading and assignments prior to coming to class and will be prepared to fully participate in their learning.

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

At course completion, students should be able to: 1. use developmental knowledge and principles to assess child clients, identify needs, and develop a case plan that is consistent with this assessment; 2. utilize assessment information to form a clear case formulation and intervention plans and strategies that fit the case and the child's needs; 3. identify intervention possibilities in diverse settings and with resources at hand, with awareness that relationship engagement provides potential for new learning; 4. provide guidance and direction to parents and other caregivers regarding the developmental needs of child clients; 5. evaluate case process and progress; 6. read and use research about normative child development, as well as impact of disruptions on developmental growth, and apply this knowledge to practice; 7. integrate learning from other social work classes, to assure respect for and appreciation of the impact of cultural, racial and economic differences that are an integral part of any client system; 8. review agency policies and contribute to the effective organization of services, so that these best address needs of children.

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

Not Applicable

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

Allen, H. & Simonsen, C. (1998). Corrections in America: An Introduction. Upper Saddle River, N.J: Prentice Hall.

Author. (2003). Breaking the Link between Child Maltreatment and Juvenile Delinquency. Washington, DC: Child Welfare League of America.

Chesney-Lind, M. & Shelden, R. (1998). Girls, delinquency, and juvenile justice. Belmont, CA: West/Wadsworth.

Curry, G. & Decker, S. (1998). Confronting Gangs: Crime and Community. Los Angeles, CA: Roxbury Publishing.

Elliott, D., Hamburg, B., & Williams, K. (1998). Violence in American Schools. Cambridge, UK: Cambridge University Press.

Ellis, R. & Sowers, K. (2001). Juvenile Justice Practice: A Cross Disciplinary Approach to Intervention. Belmont, CA: Brooks/Cole.

Geffner, R., Igelman, R., & Zellner, J. (Eds.), (2003). The Effects of Intimate Partner Violence on Children. New York: Haworth Maltreatment & Trauma Press.

Goldstein, A. (1996). Violence in America: Lessons on Understanding the Aggression in our Lives. Palo Alto, CA: Davies-Black Publishing.

Kelly, K. (2003). Domestic Violence and the Politics of Privacy. Ithaca, NY: Cornell.

Lindsey, D. (2003). The Welfare of Children. New York: Oxford Press.

McCabe, K. (2003). Child Abuse and the Criminal Justice System. New York: Peter Lang.

Mills, L. (2003). Insult to Injury: Rethinking our Responses to Intimate Abuse. Princeton, NJ: Princeton Press.

Payne, B. (2003). *Crime in the Home Health Care Field: Workplace Violence, Fraud, and Abuse*. Springfield, IL: Charles C. Thomas.

Richard, B. & Wallace, R. (Eds.), (2003). *Elder Mistreatment: Abuse, neglect, and Exploitation in an Aging America*. Washington, DC: National Academic Press.

Roberts, A. (1997). *Social work in Juvenile and Criminal Justice settings*. Springfield, IL: Charles C. Thomas.

Roberts, A. & Greene, G. (Eds.), (2002). *Social Workers' Desk Reference*. New York: Oxford.

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 673 Family & Community Violence in Rural and Underserved Areas

Catalog Description: This course builds a framework for social work interventions using normative developmental supports and mental health case planning. Develop advanced clinical social work practice knowledge and skills for working with children and adolescents with mental health risks and provide knowledge for community social workers serving children who are exposed to stress.

Prerequisites: SWK 634

First Term Offered: Fall 2016

Credit Hours 3