

January 30, 2015

ADM 142

9:30-11:30am

I. Roll Call

() Arlene Schmuland
 () Cindy Knall
 () Jervette Ward
 () Peter Olsson

() Anthony Paris
 () Dennis Drinka
 () Parker McWilliams

() Hsing-Wen Hu
 () Clayton Trotter
 () Sam Thiru

Ex-Officio Members

() David Yesner
 () Lora Volden
 () Scheduling and Publications

II. Approval of Agenda (pg. 1-2)**III. Approval of Meeting Summary** (pg. 3)**IV. Administrative Reports**

A. Associate Dean of the Graduate School David Yesner

B. University Registrar Lora Volden

C. GAB Chair Arlene Schmuland

V. Program/Course Action Request – Second Readings**VI. Program/Course Action Request - First Readings**

Chg	SWK A607	Social Welfare Policy and Services (3 cr)(3+0)(pg. 4-9)
Chg	SWK A608	Social Policy for Advanced Generalist Practice (3 cr)(3+0)(pg. 10-15)
Chg	SWK A624	Foundation Research Methods (4 cr)(4+0)(pg. 16-22)
Add	SWK A629	Advanced Generalist Practice IL Individuals (3 cr)(3+0)(pg. 23-28)
Chg	SWK A630	Practice I: Individuals (3 cr)(3+0)(pg. 29-35)
Chg	SWK A631	Introduction to Social Work Practice (3 cr)(3+0)(pg. 36-41)
Chg	SWK A632	Practice II: Families and Groups (3 cr)(3+0)(pg. 42-47)
Chg	SWK A633	Advanced Generalist Practice II: Families and Groups (3 cr)(3+0)(pg. 48-53)
Chg	SWK A634	Advanced Generalist Practice II: Organizations and Communities (3 cr)(3+0)(pg. 54-59)
Chg	SWK A635	Advanced Generalist Integrative Seminar (3 cr)(3+0)(pg. 60-63)
Chg	SWK A636	Practice III: Organizations and Communities (3 cr)(3+0)(pg. 64-69)
Add	SWK A638	Practice Evaluation Lab (1 cr)(0+2)(pg. 70-74)
Chg	SWK A639	Advanced Generalist Intensive Practicum (6 cr)(3+32)(pg. 75-82)
Chg	SWK A642	Human Behavior in the Social Environment (3 cr)(3+0)(pg. 83-87)
Chg	SWK A643	Human Diversity in Social Work Practice (3 cr)(3+0)(pg. 88-92)
Chg	SWK A644	Social Work Practicum I (3 cr)(3+16)(pg. 93-99)
Chg	SWK A645	Social Work Practicum II (3 cr)(3+16)(pg. 100-106)
Chg	SWK A646	Advanced Generalist Practicum I (3 cr)(3+16)(pg. 107-114)
Chg	SWK A647	Advanced Generalist Practicum II (3 cr)(3+16)(pg. 115-122)
Chg	SWK A698	Master of Social Work Seminar (3 cr)(1+6)(pg. 123-128)
Chg		Master of Social Work (pg. 129-141)

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

Graduate Academic Board

Summary

January 16, 2015

LIB 307

9:30-11:30am

I. Roll Call

(x) Arlene Schmuland
(x) Cindy Knall
(x) Jervette Ward
(x) Peter Olsson

(x) Anthony Paris
(x) Dennis Drinka
(x) Parker McWilliams

(x) Hsing-Wen Hu
(x) Clayton Trotter
(x) Sam Thiru

Ex-Officio Members

(x) David Yesner
(e) Lora Volden
(e) Scheduling and Publications

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Meeting Summary (pg. 2)

Approved

IV. Administrative Reports

- A. Associate Dean of the Graduate School David Yesner
Provost Baker released a memo on December 29, 2014 stating the Graduate School Dean has been removed.
The Doctor of Nurse Partitioning has been forwarded to Northwest Accrediting.
A joint Doctorate in Physical Therapy is being discussed.
The Master of Science in Computer Engineering and Computer Sciences is currently on hold.
Working with the Faculty Senate E-board for restricting graduate program proposal
Academic Deans meetings have been discussing budget cuts.
- B. University Registrar Lora Volden
- C. GAB Chair Arlene Schmuland
With Francisco Miranda, will begin meeting with the College Curriculum Committees to gain a viewpoint and have the discussion of how to move forward.

V. Program/Course Action Request – Second Readings

Add COHI A678 Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues
(stacked with COHI A478)(3 cr)(3+0)(pg. 3-16)

Approved for second reading

VI. Program/Course Action Request - First Readings

VII. Old Business

Discussion of how to proceed with reviewing stacked courses.

Motion: For stacking to no longer fall in the Graduate Academic Board's purview and that the board only consider curriculum materials related to graduate level courses.

6 For

3 Abstain

Motion passes

VIII. New Business

IX. Informational Items and Adjournment



Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK												
2. Course Prefix SWK	3. Course Number A607	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)												
6. Complete Course Title Social Welfare Policy and Services Policy and Services <small>Abbreviated Title for Transcript (30 character)</small>																
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other Update CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits													
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG													
			11. Implementation Date semester/year From: Fall/2015 To: Fall/9999													
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____													
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. MSW Program</td><td>10/28/14</td><td>Mary Dallas Allen</td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>					Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. MSW Program	10/28/14	Mary Dallas Allen	2.			3.		
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1. MSW Program	10/28/14	Mary Dallas Allen														
2.																
3.																
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____																
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>													
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																
15. Course Description (<i>suggested length 20 to 50 words</i>) Prepares students for generalist social work policy practice as they learn to analyze, formulate, and advocate for policies that advance social, economic and environmental justice and to collaborate with colleagues, clients and constituencies to carry out effective policy action. Course is offered concurrent with the Alaska Legislature session.																
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A		16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) <u>Mary Dallas Allen</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____</div></div></div>																

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A607
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Social Welfare Policy and Services
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Prepares students for generalist social work policy practice as they learn to analyze, formulate, and advocate for policies that advance social, economic and environmental justice and to collaborate with colleagues, clients and constituencies to carry out effective policy action. Course is offered concurrent with the Alaska Legislature session.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Communicate the importance of policy practice in generalist social work.
 2. Introduce students to the generalist social work roles of advocate and policy analyst.
 3. Introduce students to a variety of models for use in social problem and policy analysis.
 4. Describe the processes for policy formulation.
 5. Familiarize students with effective strategies for conducting policy advocacy to promote social, economic and environmental justice.
 6. Engage students in the evidence-based practice (EBP) process to inform policy practice.

7. Integrate strategies of ethical reasoning and decision-making and apply the standards of the National Association of Social Workers (NASW) Code of Ethics and relevant laws and regulations in policy practice.
8. Promote sustainable changes to improve the quality of social policies and services to meet the needs of Alaskans.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
607.1 Differentiate the generalist social work roles of advocate and policy analyst.	Policy brief assignment
607.2 (1a) ¹ Integrate strategies of ethical reasoning by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context to arrive at principled policy analysis, formulation, and advocacy.	Policy brief-assignment Policy in Alaska assignment Policy debates
607.3 (3a) Apply an understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.	Policy brief-assignment Policy in Alaska assignment Policy debates
607.4 (3b) Engage in practices that advance social, economic and environmental justice.	Policy brief assignment Policy in Alaska assignment Policy debates
607.5 (4c) Employ the evidence-based practice (EBP) process to inform and improve policy practice.	Policy brief assignment
607.6 (5a) Assess how social welfare and economic policies impact the delivery of and access to social services.	Policy brief assignment Policy in Alaska assignment
607.7 (5b) Analyze and promote policies that advance human rights and social, economic and environmental justice.	Policy brief assignment Policy in Alaska assignment
607.8 (6c) Assess and promote sustainable changes in service delivery and practice to improve the quality of social policies and services to meet the needs of Alaskans.	Policy debates Policy brief assignment Policy in Alaska assignment

IV. Course Level Justification

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

This is foundation course in the MSW program. This 600-level course builds on the undergraduate degrees students bring, most of whom majored in fields other than Social Work, so that the level of discussion and learning is more advanced. The course provides the foundation for advanced generalist policy practice.

V. Topical Course Outline

- A. The evolution of U.S. social welfare
- B. Nature and scope of social welfare policy
 - 1. Social welfare policy: What is it?
 - 2. Ideologies and U.S. version of the welfare state
 - 3. Social policies within the historical context
 - 4. Globalization and international social welfare policy
 - 5. Policy models
 - 6. Policy making process
 - 7. Policy practice and the generalist social work roles (e.g., advocate and policy analyst)
 - 8. Social work values and ethics in policy practice
 - 9. Relationship between practice, research, and policy practice
 - 10. Policy and populations at risk
 - 11. Use of strengths, empowerment, planned change, and evidenced-based practice in policy practice
- C. Creating the context for social policy analysis
 - 1. Nature of social problem
 - 2. Social problem analysis
 - 3. Historical context
 - 4. Judicial context
 - 5. Policy and program analysis
- D. Policy formulation and process
- E. Policy advocacy for social, economic and environmental justice
- F. Social work policy practice in context
 - 1. Challenging social welfare: Institutional racism, sexism, and oppression
 - 2. Social work and the political arena
 - 3. Social work and the private nonprofit and for-profit arenas
 - 4. Policy practice in Alaska
- G. Selected analysis of social welfare policies, including but not limited to:
 - 1. Poverty policy
 - 2. Health care policy
 - 3. Family policy
 - 4. Criminal justice policy
 - 5. Geriatric policy
 - 6. Environmental policy
 - 7. Native American and Alaska Native policy

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement

as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 3. Advancing Human Rights* and *Generalist Competency 5. Engaging in Policy Practice* will be measured in SWK A607.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 3. Advancing Human Rights* and *Generalist Competency 5. Engaging in Policy Practice*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. Written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competencies being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th ed.). New York, NY: Allyn & Bacon.

VIII. Bibliography

- Barusch, A. (2013). *Foundations of social policy: Social justice, public programs, and the social work profession* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- CQ Researcher. (2010). *Issues for debate in social policy*. Thousand Oaks, CA: Sage.
- Chambers, D., & Wedel, K. (2013). *Social policy and social programs: A method for the practical policy analyst* (6th ed.). Boston: Allyn & Bacon.
- Cunningham, P. (2010). Protective social services: Alaska's response to meeting the safety needs of its population. *Journal of Policy Practice*, 9(2), 114-132.
- DiNitto, D. (2013). *Social welfare: Politics and public policy* (7th ed.). Needham Heights, MA: Allyn & Bacon.
- Gilbert, N., & Terrell, P. (2010). *Dimensions of social welfare policy* (7th ed.). Boston, MA: Allyn & Bacon.
- Gustavsson, N., & MacEachron, A. (2010). Poverty and child welfare: 101 years later. *Social Work*, 55(3), 279-280.
- Haynes, K., & Mickelson, J. (2010). *Affecting change: Social workers in the political arena* (7th ed.). New York, NY: Longman.
- Hines, S. (2008). Transgendering care: Practices of care within transgender communities. *Critical Social Policy*, 27(4), 462-486.
- Jacobs, L., & Skocpol, T. (2010). *Health care reform and American politics: What everyone needs to know*. New York, NY: Oxford Press.
- Jansson, B. (2013). *Becoming an effective policy advocate: From policy practice to social justice* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Jimenez, J. (2010). *Social policy and social change*. Thousand Oaks, CA: Sage.
- Loeb, P. (2004). *The impossible will take a little while: A citizen's guide to hope in a time of fear*. New York, NY: Basic Books.
- Loeb, P. (2010). *Soul of a citizen*. New York, NY: St. Martin's Griffin.

- Luhrmann, T. (2012). Beyond the brain. *The Wilson Quarterly*, Summer 2012, 28-34.
- Martin, S., & Colt, S. (2009). *The cost of crime. Could the state reduce future crime and save money by expanding education and treatment programs?* (R.S. No.71). Anchorage, AK: University of Alaska Anchorage, Institute for Social and Economic Research.
- Marx, J. (2010). Deregulating social welfare. *Social Work*, 55(4), 371-372.
- Murdach, A. (2010). Does American social work have a progressive tradition? *Social Work*, 55(1), 82-89.
- Popple, P., & Leighninger, L. (2013). *The policy based profession: An introduction to social welfare policy for social workers* (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Rocha, C., Poe, B., & Veliska, T. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work*, 55(4), 317-325.
- Segal, E. (2010). *Social welfare policy and social programs: A values perspective* (2nd ed.). Belmont, CA: Wadsworth.
- Smith, A. (2008). Neoliberalism, welfare policy, and feminist theories of social justice. *Feminist Theory* 9, 131-142.
- Thomas, C. (Ed.). (2009). *Alaska politics and public policy: The dynamics of beliefs, institutions, processes, personalities and power*. Fairbanks, AK: University of Alaska Press.
- Von-Wormer, K. (2009). Restorative justice as social justice for victims of gendered violence: A standpoint feminist perspective. *Social Work* 54(2), 107-116.
- Warren, S. (2007). Migration, race and education: evidence-based policy or institutional racism? *Race Ethnicity and Education*, 10(4), 367-385.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK
2. Course Prefix SWK	3. Course Number A608	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course Title Social Policy for Advanced Generalist Practice Advanced Policy <small>Abbreviated Title for Transcript (30 character)</small>				
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development				
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>		9. Repeat Status No # of Repeats Max Credits		
		10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
		11. Implementation Date semester/year From: Fall/2015 To: Fall/9999		
		12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .				
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>
1. MSW Program		10/28/14		Mary Dallas Allen
2.				
3.				
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____				
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)		13c. Coordination with Library Liaison Date: <u>10/28/14</u>		
14. General Education Requirement <i>Mark appropriate box:</i>		<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone		
15. Course Description (<i>suggested length 20 to 50 words</i>) Prepares practitioners for developing policies and programs in a political economy. Examines contemporary social needs in a diverse and inequitable society. Emphasizes roles of research and evaluation in a policy process.				
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A		16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage and successful completion of the foundation curriculum or advanced standing		
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with accreditation requirements.				
Initiator (faculty only) <u>Mary Dallas Allen</u> Initiator (TYPE NAME)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____		<input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Disapproved		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____		

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A608
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Social Policy for Advanced Generalist Practice
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Prepares practitioners for developing policies and programs in a political economy. Examines contemporary social needs in a diverse and inequitable society. Emphasizes roles of research and evaluation in a policy process.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage and successful completion of the foundation curriculum or advanced standing.
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Prepare practitioners for developing policies and programs in a political economy.
 2. Guide students in examining contemporary social needs in a diverse and inequitable society.
 3. Emphasize the roles of research and evaluation in the policy process.
 4. Discuss the ethical issues of macro practice.
 5. Facilitate students' integration of the knowledge, values, and skills developed in foundation coursework in policy, social work practice, human behavior, and research.
 6. Model the role of the advanced generalist social worker in policy practice.
 7. Prepare students to complete a comprehensive policy practice intervention plan.
 8. Identify contextual issues as they relate to policy practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
608.1 (1a, 5a) Demonstrate innovation, creativity, and leadership in the policy practice roles of policy developer and policy evaluator.	Policy development assignment
608.2 (1c) Address complex ethical dilemmas in policy development by applying standards of the National Association of Social Workers Code of Ethics and other codes of ethics as appropriate to the context.	Professional interview
608.3 (2a) Demonstrate attunement and sensitivity to culture and other factors impacting clients' and constituencies' life experiences as they relate to policy practice.	Written assignments Professional interview
608.4 (3a) Advocate for and develop policies that promote human rights and social, economic and environmental justice.	Policy development assignment
608.5 (4a) Use practice knowledge and theory to inform policy evaluation.	Written assignments
608.6 (5a) Develop and evaluate policies that advance social, economic and environmental justice.	Policy development assignment Professional interview
608.7 (5b) Collaborate with colleagues, clients and constituencies for effective policy action.	Policy development assignment Professional interview
608.8 (10a) Integrate contextual knowledge into the development, implementation, and evaluation of social policy in Alaska.	Written assignments
608.9 (10b) Develop and evaluate policies that respond to the context of practice in Alaska.	Policy development assignment

IV. Course Level Justification

This is a required course in the concentration year of the MSW program. This 600-level course builds on the BSW policy and MSW foundation policy sequence content,. The course prepares students for advanced generalist policy practice.

V. Topical Course Outline

A. Social reform: Advancing social, economic and environmental justice

1. Identifying policy issues: human rights and social, economic and environmental justice
2. Rationales for participating in policy action
3. Social worker roles and responsibilities in policy action
4. Collaborating with colleagues, clients and constituencies for effective policy action

B. Ethics and politics

1. Significant Alaskan, national and international policies (e.g., Patient Protection and Affordable Care Act, Child Abuse and Prevention Treatment Act, Health Care and Education Reconciliation Act)
2. Ethical issues in policy development
- C. Skills and competencies for policy advocacy
 1. The ecology of policy
 2. Identifying stakeholders
 3. Expanding policy advocacy across borders
 4. Building an agenda at multiple levels
 5. Analyzing problems
 6. Advocating for change
- D. Developing policy proposals
 1. Needs statement
 2. Goals and objectives of change effort
 3. Policy strategy
 4. Alternative proposals
- E. Social policy strategies in Alaska
 1. State budget process
 2. Department of Health and Social Service priorities
 3. Alaska Federation of Natives priorities
 4. Collaboration with colleagues, clients and constituencies
- F. Persuasion and power for effective advocacy
 1. Putting political strategy into action
 2. Engaging in ballot-based political advocacy
- G. Policy implementation and evaluation
 1. Intended and unintended outcomes
 2. Developing an implementation and evaluation plan
 3. Measuring policy outcomes

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 3. Advancing Human Rights* and *Advanced Generalist Competency 5. Engaging in Policy Practice* will be measured in SWK A608.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 3. Advancing Human Rights* and *Advanced Generalist Competency 5. Engaging in Policy Practice*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric

rankings for each student on the competencies being measured. See the MSW Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

Jansson, B. (2013). *Becoming an effective policy advocate: From policy practice to social justice* (7th ed.). Belmont, CA: Brooks/Cole.

VIII. Bibliography

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- National Association of Social Workers Delegate Assembly (2012). *Social work speaks: National Association of Social Workers policy statements 2012-2014* (9th ed.). New York, NY: NASW Press.
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- Patton, C., Sawicki, D., & Clark, J. (2012). *Basic methods of policy analysis and planning* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
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- Rocha, C. J. (2007). *Essentials of social work policy practice*. Hoboken, NJ: John Wiley & Sons.
- *Schorr, A. (1985). Practice as policy. *Social Service Review*, 59, 178-196.
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- *Weatherford, J. M. (1981). *Tribes on the hill*. New York, NY: Rawson, Wade.

Zimmerman, S. L. (2000). A family policy agenda to enhance families' transactional interdependencies over the lifespan. *Families in Society*, 81(6), 557-566.

*considered a classic text



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK																																					
2. Course Prefix SWK	3. Course Number A624	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0	5b. Contact Hours (Lecture + Lab) (4+0)																																					
6. Complete Course Title Foundation Research Methods <small>Abbreviated Title for Transcript (30 character)</small>																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input checked="" type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input checked="" type="checkbox"/> Course Description</td><td><input type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Other Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Other Update CCG (please specify)</td><td></td></tr></table>			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other Update CCG (please specify)		9. Repeat Status No # of Repeats Max Credits																		
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13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>																																						
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																																									
15. Course Description (suggested length 20 to 50 words) Explores the strengths, weaknesses and challenges of quantitative and qualitative research methods and data analysis approaches. Provides a foundation for using research methods and findings to inform practice, to engage in the evidence-based practice process, and to evaluate programs and practice.																																									
16a. Course Prerequisite(s) (list prefix and number or test code and score) N/A			16b. Co-requisite(s) (concurrent enrollment required) N/A																																						
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A624
 - D. Number of Credits: 4.0
 - E. Contact Hours: 4+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Foundation Research Methods
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Explores the strengths, weaknesses and challenges of quantitative and qualitative research methods and data analysis approaches. Provides a foundation for using research methods and findings to inform practice, to engage in the evidence-based practice process, and to evaluate programs and practice.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Relate the importance of research for informing social work practice, policy, and service delivery, especially in the context of Alaska, with an emphasis on using empirical knowledge to engage in the evidence-based practice process.
 2. Explore the strengths, limitations, and challenges of quantitative, qualitative, and mixed methods in social science research.
 3. Explain quantitative research methods, including quantitative research designs, sampling, measurement, data collection, and data analysis methods.
 4. Explain qualitative research methods, including qualitative research designs, sampling, measurement, data collection, and data analysis methods.
 5. Present qualitative and quantitative data analysis procedures and demonstrate the use of computer software for conducting qualitative data analysis.

6. Describe and discuss ethical issues in social work research and present the National Association of Social Workers (NASW) Code of Ethics and additional ethical guidelines, laws and regulations for utilizing and engaging in research with vulnerable populations, especially within the context of Alaska.
7. Draw attention to bias and insensitivity related to gender and culture in research, especially within the context of Alaska, and the implications for the design, implementation, reporting, and utilization of research.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Measures	
Student Learning Outcomes	Assessment Measures
624.1 Demonstrate the role of research consumer for informing social work practice.	Analysis of published research
624.2 (1a) ¹ Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when evaluating, developing, and implementing research.	Written research proposal
624.3 (2a, 2d) Analyze the implications of bias and insensitivity related to gender and culture for the design, implementation, reporting, and utilization of research, especially within the context of Alaska.	Written research proposal
624.4 (4a) Use practice experience and theory to inform scientific inquiry and research.	Written research proposal
624.5 (4b) Analyze the strengths and limitations of quantitative, qualitative, and mixed methods of inquiry in social science research.	Analysis of published research
624.6 (4b) Conduct appropriate quantitative and qualitative data analysis using computer software and interpret the findings.	Analysis of published research Written research proposal
624.7 (4c) Use and translate research findings to inform and improve	Research article summaries Written research proposal

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

practice, policy, and service delivery.	
624.8 (9a) Use appropriate methods for evaluation of outcomes.	Analysis of published research Written research proposal

IV. Course Level Justification

This foundation course is taken in the first year of the Master of Social Work (MSW) program, enabling students to gain competence in utilizing research methods to inform their social work practice, as well as using their practice experience to inform scientific inquiry. Students apply their knowledge of research methods and data analysis to engage in critical analysis of published research, and the implications for utilizing the findings to inform their social work practice.

V. Topical Course Outline

- A. Research in generalist social work practice
- B. Evidence-based practice (EBP)
 - 1. Overview of the EBP process
 - 2. Distinction between evidence-based practices and the evidence-based practice process
 - 3. Strengths and challenges in EBP
- C. Ethics in conducting research
 - 1. History of research on human subjects
 - 2. NASW Code of Ethics
 - 3. Additional codes of ethics as appropriate to context
 - 4. Laws and regulations related to conducting research
 - 5. Guidelines for research on human subjects
 - 6. Conducting research with vulnerable populations, especially in Alaska
- D. Cultural sensitivity in social work research with a focus on research with Alaska Native communities
 - 1. Developing cultural sensitivity
 - 2. Recruiting and retaining minority and oppressed populations
 - 3. Culturally competent measurement
 - 4. Alaska Federation of Natives guidelines for research
 - 5. Principles for the conduct of research in the Arctic
- E. Problem/issue formulation
 - 1. Problem formation
 - 2. Literature review (contextualizing the question)
 - 3. Refining the research question
 - 4. Identify strengths and weaknesses of qualitative and quantitative methods for answering the research question.
- F. Quantitative research designs
 - 1. Experimental research
 - 2. Quasi-experimental research
 - 3. Meta-analysis/systematic reviews
 - 4. Single subject design
 - 5. Survey research
- G. Qualitative research designs

1. Ethnography
2. Case study
3. Phenomenology
4. Grounded theory
5. Narrative
- H. Issues in the research process
 1. Hypotheses
 2. Conceptually and operationally defining variables
 3. Levels of measurement
 4. Measurement reliability and validity
 5. Instruments and indexes
 6. Internal and external validity
 7. Rigor, credibility, reflexivity
- I. Sampling
 1. Probability sampling
 2. Non-probability sampling
- J. Data collection
 1. Administering surveys
 2. Conducting interviews
 3. Fieldwork
 4. Secondary data
 5. Feasibility issues
- K. Data analysis
 1. Quantitative analysis
 - a. Descriptive and inferential statistics
 - b. Introduction to computer assisted quantitative software
 - c. Interpreting quantitative research results
 2. Qualitative analysis
 - a. Qualitative data processing and analysis
 - b. Introduction to computer assisted qualitative data analysis software
 - c. Interpreting qualitative research results
- L. Dissemination
 1. Writing a research report
 2. Findings, discussion, and limitations
 3. Disseminating findings

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 4. Engaging in Practice-Informed Research* will be measured in SWK A624.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 4. Engaging in Practice-Informed Research*. The assignment,

exercise, simulation, or other opportunity must produce a tangible artifact (i.e. Written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

- APA (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4th ed.). Boston, MA: Allyn & Bacon.
- Rubin, A., & Babbie, E. (2014). *Research methods for social work* (8th ed.). Belmont, CA: Brooks/Cole.
- Weinbach, R. W., & Grinnell, R. M. (2010). *Statistics for social workers* (8th ed.). Boston, MA: Pearson.

VIII. Bibliography

- Alaska Federation of Natives. (1993). *Alaska Federation of Natives Guidelines for Research*. Retrieved from: <http://ankn.uaf.edu/IKS/afnguide.html>
- Berg, B. L. (2004). *Qualitative research methods for the social sciences* (5th ed.). Boston, MA: Allyn & Bacon.
- Blansky, P. E. (2006). *SPSS for social workers: An introductory workbook*. Boston, MA: Allyn & Bacon.
- Caldwell, J. Y., Davis, J. D., Du Bois, B., Echo-Hawk, H., Erickson, J. S., Goins, T., & Stone, J. B. (2005). Culturally competent research with American Indians and Alaska Natives: Findings and recommendations of the first symposium of the work group on American Indian research and program evaluation methodology. *American Indian Alaska Native Mental Health Research*, 12(1), 1-21.
- Cohen, B. H., & Lea, R. B. (2004). *Essentials of statistics for the social and behavioral sciences*. Hoboken, NJ: John Wiley & Sons.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Handbook of qualitative research* (3rd ed.). Newbury Park, CA: Sage.
- Drake, B., Jonson-Reid, M., Hovmand, P., & Zayas, L. H. (2007). Adopting and teaching evidence-based practice in master's-level social work programs. *Journal of Social Work Education*, 43(3), 431-446.
- Dudley, J. R. (2005). *Research methods for social work*. Boston, MA: Allyn & Bacon.
- Echo-Hawk, H. (2011). Indigenous communities and evidence building. *Journal of Psychoactive Drugs*, 43(4), 269-275.
- Fisher, J., & Cocoran, K. (2007). *Measures for clinical practice and research: A sourcebook* (4th ed., Vols. 1-2). New York, NY: Oxford University Press.

- Kreuer, L. W., & Neuman, W. L. (2006). *Social work research methods: Qualitative and quantitative applications*. Boston, MA: Pearson Allyn & Bacon.
- Mohatt, G. V., Hazel, K. L., Allen, J., Stachelrodt, M., Hensel, C., & Fath, R. (2004). Unheard Alaska: Culturally anchored participatory action research on sobriety with Alaska Natives. *American Journal of Community Psychology*, 33(3), 263-273.
- Montcalm, D., & Royse, D. (2002). *Data analysis for social workers*. Boston, MA: Allyn & Bacon.
- National Science Foundation. (n.d.). *Principles for the Conduct of Research in the Arctic*. Retrieved from: <https://www.nsf.gov/geo/plr/arctic/conduct.jsp>
- Nugent, W. R., Sieppert, J. D., & Hudson, W. H. (2001). *Practice evaluation for the 21st century*. Belmont, CA: Brooks/Cole.
- Pyrzczak, F. (2005). *Evaluating research in academic journals* (3rd ed.). Glendale, CA: Pyrczak.
- Rosenthal, J. A. (2001). *Statistics and data interpretation*. Belmont, CA: Brooks/Cole.
- Rubin, A. (2005). *Practice oriented study guide for research methods for social work* (5th ed.). Belmont, CA: Thompson.
- Shaw, I. (2012). The positivist contributions of quantitative methodology to social work research: A view from the sidelines. *Research on Social Work Practice*, 22(2), 129-134.
- Thyer, B. A. (2012). The scientific value of qualitative research for social work. *Qualitative Social Work*, 11(2), 115-129.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A629	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Advanced Generalist Practice I: Individuals Advanced Practice I <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Develops clinical knowledge and skills to provide competent and effective services and interventions for individuals in Alaska. Focuses on the use of the planned change process through the application of theory and evidence-based practice knowledge.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
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17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Adding course for compliance with accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Initiator (faculty only) Date</small> <u>Mary Dallas Allen</u> <small>Initiator (TYPE NAME)</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Department Chair Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>College/School Curriculum Committee Chair Date</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Dean/Director of School/College Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Undergraduate/Graduate Academic Board Chair Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Provost or Designee Date</small> </div> </div> </div>																	

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- | | |
|-------------------------------|---|
| A. School: | College of Health |
| B. Course Subject: | SWK |
| C. Course Number: | A629 |
| D. Number of Credits: | 3.0 |
| E. Contact Hours: | 3+0 |
| F. Course Program: | Master of Social Work |
| G. Course Title: | Advanced Generalist Practice I: Individuals |
| H. Grading Basis: | A-F |
| I. Implementation Date: | Fall 2015 |
| J. Cross-listed/Stacked: | N/A |
| K. Course Description: | Develops clinical knowledge and skills to provide competent and effective services and interventions for individuals in Alaska. Focuses on the use of the planned change process through the application of theory and evidence-based practice knowledge. |
| L. Course Prerequisites: | N/A |
| M. Test Scores: | N/A |
| N. Course Co-requisites: | N/A |
| O. Other Restrictions: | Level |
| P. Registration Restrictions: | Admission to the MSW program at the University of Alaska Anchorage with advanced standing or completion of foundation practice sequence. |
| Q. Course Fees: | No |
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Guide students in the use of the planned change process in clinical social work practice to meet clients' complex needs.
 2. Reinforce the use of the evidence-based practice process in providing services with individuals.
 3. Describe theories and therapies for clinical social work.
 4. Facilitate student learning about evidence-based clinical interventions to meet the complex needs and challenges of Alaskans.
 5. Present methods for addressing complex ethical dilemmas in clinical practice.
 6. Assist students in developing attunement and sensitivity to culture and other factors impacting clients' life experience.
- B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
629.1 (1a) Demonstrate innovation, creativity, and leadership in the role of clinical social worker with individuals.	Case study
629.2 (1c) Address complex ethical dilemmas by applying standards of the National Association of Social Workers (NASW) Code of Ethics and other codes, laws, and regulations as appropriate to the context of working with individual clients.	Case study Ethical decision making
629.3 (2a) Demonstrate attunement and sensitivity to culture and other factors impacting a client's life experience.	Case study Diversity assignment
629.4 (2b, 6b) Apply evidence-based practice knowledge to critique clinical interventions and strategies for use with clients and constituencies from different cultures.	Case study Evidence based practice process assignment
629.5 (6a) Engage individuals experiencing complex social issues through the planned change process in order to address needs and challenges.	Case study
629.6 (7a) Gather and analyze client information using a strengths and eco-systemic approach for assessing clients.	Case study
629.7 (7b) Integrate evidence-based knowledge and contextual variables in the assessment phase of practice with individuals.	Case study Evidence based practice process assignment
629.8 (8a) Integrate evidence-based knowledge and contextual variables in the intervention phase of practice with individuals.	Case study Evidence based practice process assignment
629.9 (8b) Differentially intervene at multiple levels on behalf of clients and constituencies.	Case study
629.10 (9b, 10a) Integrate contextual knowledge into the development, implementation, and evaluation of social work interventions and services in Alaska.	Case study

IV. Course Level Justification

This is an advanced generalist practice course for students in their concentration year of the MSW program. The course content builds upon knowledge of generalist practice with individuals that students would have learned in their undergraduate social work courses and/or the foundation MSW curriculum.

V. Topical Course Outline

- A. The planned change process in clinical social work
 - 1. Engage with and develop rapport with individuals
 - 2. Identify and assess client needs
 - 3. Develop a treatment plan
 - 4. Implement and monitor the intervention
 - 5. Evaluate client progress
 - 6. Terminate work with clients
- B. The evidence-based practice process in clinical social work
 - 1. Identify and assess client and constituent needs
 - 2. Find relevant research knowledge
 - 3. Engage clients in decision-making
- C. Clinical social work standards for practice
 - 1. NASW standards for the practice of clinical social work
 - 2. Licensure for clinical social workers in the State of Alaska
 - 3. Social workers' roles in clinical practice
 - 4. Social workers' role on a multidisciplinary team
- D. Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
 - 1. Diagnostic criteria and codes
 - 2. Other conditions that may be a focus of clinical attention
 - 3. Differential diagnosis
 - 4. Neurobiological considerations
- E. Theories in clinical practice
 - 1. Cognitive theories
 - 2. Behavioral theories
 - 3. Developmental theories
 - 4. Humanist theories
 - 5. Other
- F. Significant social issues in Alaska
 - 1. Trauma and stressor-related disorders
 - 2. Substance-related and addictive disorders
 - 3. Suicidal behaviors and risk
 - 4. Family and interpersonal violence
- G. Ethical decision-making in clinical practice
 - 1. NASW Code of Ethics
 - 2. Models for ethical decision-making
- H. Legal issues in clinical practice
 - 1. Professional duties and mandates
 - 2. Patient's rights
- I. Multicultural & diversity considerations with direct practice in Alaska
- J. At-risk and vulnerable populations
 - 1. Minors - children and youth
 - 2. Vulnerable adults

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement

as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 1. Ethical and Professional Practice* and *Advanced Generalist Competency 6. Engaging With Clients* will be measured in SWK A629.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 1. Ethical and Professional Practice* and *Advanced Generalist Competency 6. Engaging with Clients*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. Written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competencies being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: Author.

Cooper, M. G., & Lesser, J. G. (2011). *Clinical social work practice* (4th ed.). Boston, MA: Allyn & Bacon.

Ronen, T., & Freeman, A. (Eds.). (2007). *Cognitive behavior therapy in clinical social work practice*. New York, NY: Springer.

VIII. Bibliography

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.

Cook, A., Blaustein, M., Spinazzola, J., & van der Kolk, B. (Eds.) (2005). Complex trauma in children and adolescents: White paper. *Psychiatric Annals*, 35(5), 390-398.

Drisko, J. W., & Grady, M. D. (2013). *Evidence-based practice in clinical social work*. New York, NY: Springer.

Koons, C. R. (2008). Dialectical behavior therapy. *Social Work in Mental Health*, 6(1-2), 109-132.

Loeber, R., Burke, J., & Pardini, D. A. (2009). Perspectives on oppositional defiant disorder, conduct disorder, and psychopathic features. *Journal of Child Psychology and Psychiatry*, 50(1-2), 133-421.

Mee-Lee, D. (Ed.). (2013). *The ASAM criteria: Treatment criteria for addictive, substance-related, and co-occurring conditions* (3rd ed.). Chevy Chase, MD: American Society of Addiction Medicine.

- Ries, R. K. (2006). Co-occurring alcohol use and mental disorders. *Journal of Clinical Psychopharmacology*, 26(1), S30-S36.
- Safran, M. A. (2009). Mental health disparities. *American Journal of Public Health*, 99(11), 1962-1966.
- Segal, D. L., & Hersen, M. (Eds.). (2009). *Diagnostic interviewing* (4th ed.). New York, NY: Springer.
- Strain, J. J., & Diefenbacher, A. (2008). The adjustment disorders: The conundrums of the diagnoses. *Comprehensive Psychiatry*, (49)2, 121-130.
- Taylor, E. R. (2009). Sandtray and solution-focused therapy. *International Journal of Play Therapy*, 18(1), 56-68.
- Terr, L. C. (2009). Using context to treat traumatized children. *The Psychoanalytic Study of a Child*, 64, 275-98.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A630	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Practice I: Individuals <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. MSW Program</td> <td>10/28/14</td> <td>Mary Dallas Allen</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. MSW Program	10/28/14	Mary Dallas Allen	2.			3.		
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3.																	
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>10/28/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>10/28/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides foundation generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with revised accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Mary Dallas Allen</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A630
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Practice I: Individuals
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Provides foundation generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Describe the generalist social work practice model and common roles (advocate, broker, case manager/care coordinator, counselor, teacher/trainer, and discharge planner), functions, and professional boundaries when working with individuals.
 2. Guide students in developing a professional identity and assuming professional responsibilities.
 3. Introduce students to social work practice theory and perspectives guiding prevention and intervention services for individuals.
 4. Describe the planned change and evidence-based practice processes with individuals.
 5. Utilize the National Association of Social Workers (NASW) Code of Ethics, additional codes of ethics as appropriate to the context, laws, and regulations to guide ethical decision-making.

6. Discuss the impact of power, privilege, and intersecting dimensions of difference such as race, gender, ethnicity, social class, and sexual orientation on practice with individuals.
7. Help students develop personal reflection and self-regulation based on feedback from peers and the instructor regarding the strengths and limitations of their practice skills.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
630.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice with individuals (i.e., advocate, broker, case manager/care coordinator, counselor, and discharge planner).	Role assignment Boundary assignment
630.2 (1a) ¹ Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when working with individuals.	Ethical decision-making assignment(s)
630.3 (1b) Practice personal reflection and self-regulation to manage personal values and maintain professionalism in practice situations with individuals.	Personal reflection assignment
630.4 (2b) Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Social history assignment Exam
630.5 (2d) Examine the specific health, behavioral health, and social service needs of Alaskans.	Social history assignment Exam
630.6 (4c, 7a) Employ the evidence-based practice (EBP) process to assess and select empirically-supported prevention and intervention services.	Social history assignment Crisis assessment assignment Case documentation assignment Service plan goals & objectives assignment
630.7 (6a) Engage individual clients in the planned change process.	Social history assignment Crisis assessment assignment Service plan goals & objectives assignment Role plays and / or recorded interviews

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
630.8 (6a) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	Social history assignment Crisis assessment assignment Service plan goals & objectives assignment
630.9 (7a-d) Assess clients' needs in the planned change process.	Social history assignment Crisis assessment assignment Service plan goals & objectives assignment Role plays Recorded interviews
630.10 (8a-e) Intervene with clients in the planned change process.	Social history assignment Crisis assessment assignment Service plan goals & objectives assignment Role plays Recorded interviews
630.11 (9a-c) Evaluate practice with individuals in the planned change process.	Social history assignment Crisis assessment assignment Service plan goals & objectives assignment Role plays Recorded interviews

IV. Course Level Justification

This course is a first year foundation course in the MSW program. SWK A630 Practice I: Individuals provides the foundation for advanced generalist practice with individuals.

V. Topical Course Outline

- A. Professional generalist social work roles with individuals
 - 1. Advocate
 - 2. Broker
 - 3. Case manager
 - 4. Counselor
 - 5. Teacher/trainer
 - 6. Discharge planner
- B. Professional boundaries and behaviors
- C. Practice theory and perspectives for social work prevention and intervention services with individuals
 - 1. Practice principles
 - a. Do no harm
 - b. Client self-determination
 - c. Empowerment
 - 2. Theory

- a. Behavioral
 - b. Cognitive-behavioral
 - c. Person-centered
 - d. Psychodynamic theories
- 3. Perspectives
 - a. Generalist
 - b. Ecosystems
 - c. Strengths
 - d. Cultural humility
 - e. Feminist
- 4. Models
 - a. Crisis intervention
 - b. Solution-focused
 - c. Transtheoretical Model/Stages of Change
 - d. Motivational enhancement
 - e. Task-centered models
- D. Relationship building and interpersonal communication skills
 - Create an effective helping relationship, and a therapeutic or working alliance
 - 1. Enhance client motivation
 - 2. Use effective verbal and non-verbal communication
- E. The evidence-based practice process with individuals
- F. The planned change process with individuals
 - 1. Engage with individual clients
 - a. Apply knowledge of human behavior in the social environment (HBSE)
 - b. Use empathy, self-regulation, and interpersonal skills to engage diverse clients
 - 2. Assess client needs
 - a. Collect, organize, analyze and interpret information
 - b. Apply knowledge of HBSE, person-in-environment (PIE), and other multidisciplinary theoretical frameworks
 - c. Develop mutually agreed-upon intervention goals and objectives
 - d. Select appropriate intervention strategies
 - 3. Intervene with clients
 - a. Implement interventions to achieve practice goals
 - b. Apply knowledge of HBSE, PIE, and other multidisciplinary frameworks
 - c. Use inter-professional collaboration as appropriate
 - d. Negotiate, mediate, and advocate on behalf of clients
 - e. Facilitate effective transitions and endings
 - 4. Evaluate practice outcomes with individuals
 - a. Select and use appropriate evaluation strategies
 - b. Critically analyze, monitor, and evaluate interventions
 - c. Apply evaluation findings to improve practice effectiveness
- G. Ethical generalist social work practice with individuals
 - 1. NASW Code of Ethics
 - 2. Additional codes of ethics as appropriate to the context
 - 3. Laws and regulations relevant to practice with individuals

4. Ethical decision-making models
- H. Diversity
 1. Cultural humility and sensitivity
 2. Culturally competent practice
- I. Apply planned change with vulnerable groups
- J. Context
 1. Explore health, behavioral health, and other social issues facing individuals in Alaska
 2. Discuss innovations in services and interventions for rural practice

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 6. Engaging with Clients* will be measured in SWK A630.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 6. Engaging with Clients*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. Written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Signature Assignments

Students in this course are required to complete the following signature assignments:

- a) a social history of a real or hypothetical case;
- b) crisis assessment;
- c) case documentation/case notes; and
- d) writing measurable service plan goals and objectives.

VIII. Suggested Texts

- Counoyer, B. A. (2013). *The social work skills workbook* (7th ed.). Belmont, CA: Thompson/Brooks/Cole.
- Gambrill, E. (2012). *Social work practice: A critical thinker's guide* (3rd ed.). New York, NY: Oxford University Press.
- Hepworth, D. H., Rooney, R. H., Dewberry-Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2012). *Direct social work practice: Theory and skills* (9th ed.). Pacific Grove, CA: Brooks/Cole

IX. Bibliography

- Birkenamier, J., Berg-Weger, M., & Dewees, M. P. (2011). *The practice of generalist social work: New directions in social work* (2nd ed.). New York, NY: Routledge.

- Compton, B. R., Galaway, B., & Cournoyer, B. R. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole.
- De Jong, P., & Berg, I. K. (2002). Co-constructing cooperation with mandated clients. *Social Work, 46*(4), 361-374.
- Ellwood, A. E., Snyders, R., Poignon, J., & Roberts, A. (2006). Expanding the traditional diagnostic interview: Gathering migration history via a cultural diagnostic interview. *Journal of Family Psychotherapy, 17*(2), 51-65.
- Holosko, M. J., Dulmus, C. N., & Sower, K. M. (2013). *Social work practice with individuals and families: Evidence-informed assessments and interventions*. Hoboken, NJ: John Wiley & Sons.
- Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2012). *Generalist social work practice: An empowering approach* (7th ed.). Upper Saddle, NJ: Pearson.
- Murphy, B. C., & Dillon, C. (2011). *Interviewing in action in a multicultural world* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Roberts, A. R., & Yeager, K. R. (2006). *Foundations of evidence-based social work practice*. New York, NY: Oxford University Press.
- Rubin, A., & Bellamy, J. (2012). *A practitioner's guide to using research for evidence-based practice*. Hoboken, NJ: John Wiley & Sons.
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2013). *Theories for direct social work practice* (2nd ed.). Belmont, CA: Wadsworth Cengage Learning.



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A631	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Introduction to Social Work Practice Intro to Social Work Practice <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduction to generalist social work practice, focusing on the use of the planned change and evidence-based practice processes with clients and systems in need of professional intervention. Emphasis is on professional identity, values, and ethics in social work practice.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with revised accreditation requirements.																	
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- | | |
|-------------------------------|---|
| A. School: | College of Health |
| B. Course Subject: | SWK |
| C. Course Number: | A631 |
| D. Number of Credits: | 3.0 |
| E. Contact Hours: | 3+0 |
| F. Course Program: | Master of Social Work |
| G. Course Title: | Introduction to Social Work Practice |
| H. Grading Basis: | A-F |
| I. Implementation Date: | Fall 2015 |
| J. Cross-listed/Stacked: | N/A |
| K. Course Description: | Introduction to generalist social work practice, focusing on the use of the planned change and evidence-based practice processes with clients and systems in need of professional intervention. Emphasis is on professional identity, values, and ethics in social work practice. |
| L. Course Prerequisites: | N/A |
| M. Test Scores: | N/A |
| N. Course Co-requisites: | N/A |
| O. Other Restrictions: | Level |
| P. Registration Restrictions: | Admission to the MSW program at the University of Alaska Anchorage |
| Q. Course Fees: | No |
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Introduce professional roles for generalist social work practice, including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer.
 2. Provide students with clear descriptions of the history, purposes, and functions of generalist social work practice.
 3. Introduce the National Association of Social Workers (NASW) Code of Ethics, professional values, and standards for social work practice.
 4. Introduce theoretical and practice frameworks that guide generalist social work practice including the planned change and evidence-based practice processes.
 5. Emphasize the importance of difference/diversity in social work practice.
 6. Assist students in identifying specific programs and services available to address the health and social welfare needs of Alaskans.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
631.1 Identify generalist social work practice and its standards, professional roles (including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer) and areas of practice.	Generalist social work, standards, roles, and areas of practice assignment(s).
631.2 Describe generalist social work practice and its history, standards, professional roles, and areas of practice.	Generalist social work history, standards, roles, and areas of practice assignment(s)
631.3 Recognize major theories, perspectives (e.g., empowerment, strengths, and diversity-sensitive), and frameworks (i.e., planned-change (PCP) and evidence-based practice (EBP) processes) utilized in generalist social work practice.	Theory assignment PCP and EBP assignments
631.4 (1a) ¹ Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context in professional social work practice.	Values, ethics, and practice principles assignment
631.5 (1b) Engage in reflection and self-regulation of personal beliefs and values as they relate to professional social work practice situations.	Values assignment
631.6 (2a) Recognize the importance of difference and diversity in shaping life experiences in social work practice.	Diversity assignment
631.7 (2d) Identify compelling social issues facing Alaskans and their impact on social work practice and services.	Alaskan issues assignment
631.8 (3a) Summarize the role of generalist social work practice in advancing human rights and social, economic and environmental justice.	Human rights and social, economic and environmental justice assignment

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

IV. Course Level Justification

This course is a first year foundation course in the MSW program. SWK A631 Introduction to Social Work Practice is the first practice course in a four-course sequence, introducing students to the social work profession.

V. Topical Course Outline

- A. Introduction to the social work profession
 1. History and evolution of the profession of social work
 2. Ethical and professional behavior
 - i. Apply the NASW Code of Ethics
 - ii. Manage personal values through reflection and self-regulation
 - iii. Engage in professional use of technology in social work practice
 3. Council on Social Work Education (CSWE) professional competencies and practice behaviors
 4. Professional standards
 - a. Licensing
 - b. Professional certifications
 - c. NASW and other professional standards
 - d. Laws and other regulations
 - 5.
 6. Professional commitment to engaging diversity, human rights, and social, economic and environmental justice
 7. Social work practice client systems: individuals, groups, families, organizations, and communities
- B. Professional social work roles (e.g., advocate, broker, case manager/care coordinator, counselor, and teacher/trainer).
- C. Essential theories, models, and perspectives utilized in professional generalist social work practice
 1. Ecosystems theory/systems perspective
 2. Strengths perspective
 3. Cultural humility
 4. Empowerment
 5. Planned-change process
 6. Evidence-based practice process (EBP)
- D. Generalist social work areas of practice
 1. Areas of practice
 - a. Poverty/public welfare
 - b. Family and child services
 - c. Health care
 - d. Disability services
 - e. Juvenile/adult corrections and justice
 - f. Aging
 - g. Behavioral health
 - h. Policy practice
 - i. Research and evaluation
 - j. Education
 - k. School social work

- l. Community development
- m. Employment/occupational social work
- n. Administration and management
- 2. Rural social work practice and services
- 3. International social work
- E. Social problems and issues impacting Alaskans
- F. Future direction of social work and social welfare

VI. Master Assignment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 1. Demonstrate Ethical and Professional Behavior* will be measured in SWK A631.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 1. Demonstrate Ethical and Professional Behavior*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

- Glicken, M. (2011). *Social work in the 21st century* (2nd ed.). Thousand Oaks, CA: Sage.
- LeCroy, C. (2012). *The call to social work: Life stories* (2nd ed.). Thousand Oaks, CA: Sage.
- Suppes, M., & Wells, C. (2013). *The social work experience: An introduction to the profession* (6th ed.). Boston, MA: Allyn & Bacon.

VIII. Bibliography

- Barker, R. (2013). *The social work dictionary* (6th ed.). Washington, DC: NASW Press.
- Berman, G. S. (2006). Social services and indigenous populations in remote areas: Alaska Natives and Negev Bedouin. *International Social Work*, 49(1), 97-106.
- Cournoyer, B. (2013). *The social work skills workbook* (7th ed.). Belmont, CA: Wadsworth.
- Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2012). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Brooks/Cole.
- DuBois, B., & Miley, K. (2010). *Social work: An empowering profession* (7th ed.). Boston, MA: Allyn & Bacon.
- Dulmus, C. N., & Sowers, K. M. (Eds.). (2012). *Social work fields of practice: Historical trends, professional issues, and future opportunities*. Hoboken, NJ: John Wiley & Sons.

- Farley, O. W., Smith, L., & Boyle, S. (2011). *Introduction to social work* (12th ed.). Boston, MA: Allyn & Bacon.
- Johnson, H. (Ed.). (2005). *The social services: An introduction* (6th ed.). Itasca, IL: Peacock.
- Morales, A., & Sheafor, B. (2009). *Social work: A profession of many faces* (12th ed.). Boston, MA: Allyn & Bacon.
- National Association of Social Workers (2013). *Encyclopedia of social work* (20th ed.). Washington, DC: Author.
- Popple, P., & Leighninger, L. (2010). *Social work, social welfare, and American society* (8th ed.). Boston, MA: Allyn & Bacon.
- Seagle, E. A., Gerdes, K. E., & Steiner, S. (2013). *An introduction to the profession of social work: Becoming a change agent*. Belmont, CA: Brooks/Cole.
- Suppes, M., & Wells, C. (2013). *The social work experience: An introduction to the profession* (6th ed.). Boston, MA: Allyn & Bacon.
- Zastrow, C. (2008). *Introduction to social work and social welfare: Empowering people* (9th ed.). Belmont, CA: Wadsworth.



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A632	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Practice II: Families and Groups Practice II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Provides foundation generalist social work practice knowledge and skills in implementing the planned change process with families and groups. Utilizes evidence-based practice that is guided by values, ethics, culture, research, theory, client preferences, and the needs of families and groups in Alaska.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A631 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with revised accreditation requirements.																	
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A632
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Practice II: Families and Groups
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Provides foundation generalist social work practice knowledge and skills in implementing the planned change process with families and groups. Utilizes evidence-based practice that is guided by values, ethics, culture, research, theory, client preferences, and the needs of families and groups in Alaska.
 - L. Course Prerequisites: SWK A631 with a minimum grade of C
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Introduce common generalist social work roles and functions when working with families and groups (e.g., advocate, counselor, broker, teacher/trainer, and group worker).
 2. Apply the planned change and evidence-based practice processes with families and groups.
 3. Connect practice issues to appropriate social work perspectives and practice theories guiding services and interventions for families and groups.
 4. Guide students in developing a professional identity and assuming professional responsibilities with families and groups.
 5. Demonstrate the use of the National Association of Social Workers (NASW) Code of Ethics and additional codes of ethics, laws, and regulations as appropriate to the context to guide ethical decision-making.

6. Discuss the impact of power, privilege, and intersecting dimensions of difference such as race, class, gender, and, sexual orientation, on practice with families and groups.
7. Assist students in developing habits of self-reflection and self-correction based on feedback from peers and the instructor regarding the strengths and limitations of their practice skills.
8. Describe the specific health, behavioral health, and social service needs of Alaskan families and groups.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
632.1 Differentiate generalist social work roles (e.g., counselor, broker, advocate, group worker, teacher/trainer) and professional boundaries applicable to professional practice with families and groups.	Generalist roles assignment
632.2 (1a) ¹ Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when working with families and groups.	Case studies
632.3 (1b) Perform reflection and self-regulation to manage personal values and maintain professionalism in practice situations with families and groups.	Case studies Self-critique assignment Small group meeting assignment Genogram
632.4 (2a-c) Respond to diversity and inequality in practice with families and groups that advances human rights and social, economic and environmental justice.	Case studies Genogram
632.5 (2d) Evaluate the specific health, behavioral health, and social service needs of Alaskan families and groups.	Case studies

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

632.6 (4c) Integrate the evidence-based practice process to assess and select empirically-supported services and interventions.	Case studies
632.7 (6a-b) Engage families and groups in the planned change process.	Case studies Role play and feedback assignment Genogram
632.8 (6a, 7b, 8b) Apply social work practice theories, perspectives, and models for use with families and groups.	Case studies Genogram
632.9 (7a-d) Assess families' and groups' needs in the planned change process.	Case studies Genogram
632.10 (8a-e) Intervene with families and groups in the planned change process.	Case studies Genogram
632.11 (9a-c) Evaluate practice with families and groups in the planned change process.	Case studies

IV. Course Level Justification

This course is a first year foundation course in the MSW program. The course builds upon prior MSW coursework from the prerequisite SWK A631 Introduction to Social Work Practice. SWK A632 Practice II: Families and Groups provides the foundation for advanced generalist practice with groups and families.

V. Topical Course Outline

- A. Professional generalist social work roles
 1. Social work roles with families (e.g., advocate, broker, counselor, case manager/care coordinator, teacher/trainer)
 2. Social work roles with groups (e.g., advocate, counselor, teacher/trainer, and group worker)
- B. Ethical generalist social work practice with families and groups
 1. NASW Code of Ethics
 2. Additional codes of ethics as appropriate to context
 3. Laws and regulations relevant to practice with families and groups
 4. Ethical decision-making
 5. Professional boundaries and behaviors
 6. Special issues involving boundaries and confidentiality with families and groups
- C. Culturally sensitive practice with families and groups in Alaska
- D. Practice theories, perspectives, and models for social work practice with families including, but not limited to:
 1. Systems
 2. Cognitive-behavioral

3. Psychodynamic theories
- E. Practice perspectives, theories and models for social work practice with groups including, but not limited to:
 1. Cognitive-behavioral
 2. Psychodynamic theories
- F. Understanding group dynamics and development
- G. Implementing the evidence-based practice process with families and groups
- H. Planned change process with families and groups
 1. Engage with families and groups
 - a. Apply knowledge of human behavior in the social environment (HBSE)
 - b. Use empathy, self-regulation, and interpersonal skills to engage diverse families and groups
 2. Assess families and groups needs
 - a. Collect, organize, critically analyze and interpret information
 - b. Apply knowledge of HBSE, person-in-environment (PIE), and other multidisciplinary theoretical frameworks
 - c. Develop mutually agreed-upon intervention goals and objectives
 - d. Select appropriate intervention strategies
 3. Intervene with families and groups
 - a. Implement interventions to achieve practice goals
 - b. Apply knowledge of HBSE, PIE, and other multidisciplinary frameworks
 - c. Use inter-professional collaboration as appropriate
 - d. Negotiate, mediate, and advocate on behalf of clients
 - e. Facilitate effective transitions and endings
 4. Evaluate practice outcomes with families and groups
 - a. Select and use appropriate evaluation strategies
 - b. Analyze, monitor, and evaluate interventions
 - c. Apply evaluation findings to improve practice effectiveness
- I. Types of groups (e.g., support, treatment, psycho-educational, socialization, and task groups)
- J. Identify innovative, and culturally sensitive family and group interventions that address the psycho-social issues experienced by families and groups in Alaska

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 7. Assessing Clients' Needs* will be measured in SWK A632.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 7. Assessing Clients' Needs*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the

School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Signature Assignment

Students in this course are required to complete the following signature assignment: Create a genogram for use in assessing a real or hypothetical family case.

VIII. Suggested Texts

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work* (4th ed.). Belmont, CA: Brooks/Cole.

Toseland, R. W., & Rivas, R. F. (2005). *An introduction to group work practice* (5th ed.). Boston, MA: Allyn & Bacon.

IX. Bibliography

Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan approach*. New York, NY: Springer.

Corey, G. (2011). *Theory and practice of group counseling* (8th ed.). Belmont, CA: Cengage.

Corey, M. S., Corey, C., & Corey, G. (2013). *Groups: Processes and practices* (9th ed.). Belmont, CA: Cengage.

Furman, R., Rowan, D., & Bender, K. (2009). *An experiential approach to group work*. Chicago, IL: Lyceum.

Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J. (2004). *Handbook of social work with groups*. New York, NY: The Guilford Press.

Gitterman, A., & Salmon, R. (Eds.). (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge.

Glassman, U. (2009). *Group work: A humanistic and skills building approach* (2nd ed.). Thousand Oaks, CA: Sage.

Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2000). *Family treatment: Evidence-based practice with populations at risk* (4th ed.). Independence, KY: Cengage.

Kondrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York, NY: Norton.

Shulman, L. (2011). *Dynamics and skills of group counseling*. Belmont, CA: Brooks/Cole.

Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice* (7th ed.). Boston, MA: Allyn & Bacon.

Walsh, F. (2006). *Strengthening family resilience* (2nd ed.). New York, NY: The Guilford Press.



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A633	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Advanced Generalist Practice II: Families and Groups Advanced Practice II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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15. Course Description (<i>suggested length 20 to 50 words</i>) Focuses on the use of the planned change process through the application of theory and evidence-based practice knowledge to provide competent and effective clinical services and interventions for families and groups in Alaska.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A629 with a minimum grade of C or concurrent enrollment			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage with advanced standing or completion of foundation practice sequence														
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A633
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Advanced Generalist Practice II: Families and Groups
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Focuses on the use of the planned change process through the application of theory and evidence-based practice knowledge to provide competent and effective clinical services and interventions for families and groups in Alaska.
 - L. Course Prerequisites: SWK A629 with a minimum grade of C or concurrent enrollment
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage with advanced standing or completion of foundation practice sequence
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
- 1. Guide students to use the planned change process in clinical social work practice to meet the complex needs of families and groups.
 - 2. Reinforce the use of theories and the evidence-based practice process in providing services with families and groups.
 - 3. Emphasize the use of the strengths and the eco-systemic perspectives in assessment and intervention with families and groups.
 - 4. Describe theories and interventions for clinical social work with families and groups, including systems and cognitive behavioral.
 - 5. Facilitate student learning about evidence-based clinical interventions to meet the complex needs and challenges of families and groups in Alaska.
 - 6. Present methods for addressing complex ethical dilemmas in clinical practice with families and groups.

7. Assist students in developing attunement and sensitivity to diversity and other factors impacting families and groups.
8. Identify contextual variables related to practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
633.1 (1a) Demonstrate innovation, creativity, and leadership in the role of clinical social worker with families and groups.	Family or group case study Innovation & leadership assignment
633.2 (1c) Address complex ethical dilemmas by applying standards of the National Association of Social Workers (NASW) Code of Ethics and other codes of ethics as appropriate to the context of working with families and groups.	Family or group case study Ethics assignment
633.3 (2a) Demonstrate attunement and sensitivity to diversity and other factors impacting families and groups.	Family or group case study
633.4 (2b, 10a) Integrate contextual knowledge into social work interventions and services for diverse families and groups in Alaska.	Family or group case study
633.5 (6a) Engage families and groups with complex social issues through a planned change process.	Family or group case study
633.6 (6b) Critique the evidence-based practice process in clinical interventions with families and groups in Alaska.	Family or group case study Evidence based practice process assignment
633.7 (7a) Analyze data using a strengths and eco-systemic approach for assessing clients in the context of families and groups.	Family or group case study Evidence based practice process assignment
633.8 (7b) Integrate evidence-based knowledge and contextual variables in the assessment phase of practice with families and groups.	Family or group case study Evidence based practice process assignment
633.9 (8a) Integrate evidence-based knowledge and contextual variables in the intervention phase of practice with families and groups.	Family or group case study Evidence based practice process assignment
633.10 (8b) Intervene with families and groups supported by systems and cognitive-behavioral theories.	Family or group case study
633.11 (9b) Evaluate family and group interventions.	Family or group case study

IV. Course Level Justification

This is an advanced generalist practice course for students in their concentration year of the MSW program. Students build upon foundation knowledge of family and group social work practice in order to demonstrate innovation, creativity, and leadership in the role of clinical social worker with families and groups.

V. Topical Course Outline

- A. Evidence-based practice in clinical social work with families and groups
 - 1. Identify and assess needs
 - 2. Find relevant research knowledge
 - 3. Engage families and groups in decision-making
 - 4. Develop treatment plans with families and groups
 - 5. Evaluate practice with families and groups
- B. Clinical social work standards for practice with families and groups
 - 1. Association for the Advancement of Social Work with Groups standards for practice with groups
 - 2. NASW areas of practice with children, youth and families
 - 3. Social workers' roles in clinical practice with families and groups
- C. Diagnostic and Statistical Manual of Mental Disorders-5
 - 1. Conditions that may be a focus of clinical practice with families and groups
- D. Theories for use in clinical social work with families and groups
 - 1. Systems theory
 - 2. Cognitive behavioral theory
 - 3. Others
- E. Significant social issues in Alaska addressed through family or group interventions
 - 1. Family violence
 - a. Engagement
 - b. Assessment
 - c. Intervention
 - d. Evaluation
 - 2. Child abuse and neglect
 - a. Engagement
 - b. Assessment
 - c. Intervention
 - d. Evaluation
 - 3. Substance abuse
 - a. Engagement
 - b. Assessment
 - c. Intervention
 - d. Evaluation
 - 4. Other compelling social issues
- F. Ethical decision-making in clinical practice
 - 1. NASW Code of Ethics
 - 2. Models for ethical decision-making
- G. Legal issues in clinical practice
 - 1. Professional duties and mandates in work with families and groups
 - 2. Client rights
- H. Multicultural and diversity considerations with clinical practice
- I. At-risk and vulnerable populations

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement

as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 2. Engaging Diversity and Difference in Practice* and *Advanced Generalist Competency 7. Assessing Clients' Needs* will be measured in SWK A633.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 2. Engaging Diversity and Difference in Practice* and *Advanced Generalist Competency 7. Assessing Clients' Needs*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competencies being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Text

- Cooper, M. G., & Lesser, J. G. (2010). *Clinical social work practice: An integrated approach* (4th ed). Boston, MA: Allyn & Bacon.
- Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J. (2004). *Handbook of social work with groups*. New York, NY: Guilford Press.

VIII. Bibliography

- Constable, R., & Lee, B. (2004). *Social work with families: Content and process*. Chicago, IL: Lyceum.
- Corcoran, K. (2013). *Measures for clinical practice and research. Volume 1: Couples, families and children* (5th ed.). New York, NY: Oxford University Press.
- Corey, G. (2011). *Theory and practice of group counseling* (8th ed.). Belmont, CA: Thompson Learning.
- Corey, M. S., Corey, C., & Corey, G. (2013). *Groups: Processes and practices* (9th ed.). Belmont, CA: Thompson.
- Furman, R., Rowan, D., & Bender, K. (2009). *An experiential approach to group work*. Chicago, IL: Lyceum.
- Glassman, U. (2009). *Group work: A humanistic and skills building approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2000). *Family treatment: Evidence-based practice with populations at risk*. (4th ed.). Independence, KY: Cengage Learning.
- Kondrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum Books.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed). New York, NY: Norton.
- Motherwell, L., & Shay, J. J. (2005). *Complex dilemmas in group therapy: Pathways to resolution*. New York, NY: Routledge.

- Nichols, M. P. (2009). *Family therapy concepts and methods* (10th ed.). Boston, MA: Allyn & Bacon.
- Shulman, L. (2011). *Dynamics and skills of group counseling*. Belmont, CA: Brooks/Cole.
- Van Hook, M. P. (2013). *Social work practice with families: A resiliency-based approach*. Chicago, IL: Lyceum Books.
- Walsh, F. (2011). *Strengthening family resilience* (2nd ed.). New York, NY: Guilford Press.
- Yalom, I. D., & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A634	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Advanced Generalist Practice III: Organizations and Communities Advanced Practice III <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Provides an advanced generalist eco-systemic perspective for providing services for community and organizational social work practice with communities, organizations, programs, staff, and larger systems. Addresses advanced generalist roles such as agency administrator, program planner, supervisor, and community organizer.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A634
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Advanced Generalist Practice III: Organizations and Communities
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Provides an advanced generalist eco-systemic perspective for providing services for community and organizational social work practice with communities, organizations, programs, staff, and larger systems. Addresses advanced generalist roles such as agency administrator, program planner, supervisor, and community organizer.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage and successful completion of the foundation practice sequence or advanced standing or admission to the Graduate Certificate in Social Work Management
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Prepare students to be leaders in community and organizational social work practice.
 2. Assist students in developing competence in assessing communities, developing organizations, implementing strategic planning, developing budgets, building human resources, and fulfilling multiple roles of middle management (administrator, supervisor, leader, advocate, program planner,

- and community organizer), including application within an Alaskan context.
3. Influence students' awareness of values and ethical issues involved in community and organizational practice.
 4. Explore gender and race and their influences on social work practice within organizations.
 5. Provide opportunities for developing competencies through class discussion, class exercises, and multiple course assignments.
 6. Identify contextual variables related to practice in Alaskan organizations and communities.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
634.1 (1a) Operationalize tasks, functions, behaviors, and dilemmas associated with the community and organizational practice roles of administrator, supervisor, leader, advocate, program planner, and community organizer.	Development of nonprofit organization – the assignment has multiple components that address all learning outcomes
634.2 (1c) Conceptualize and incorporate into practice with larger systems, principles of ethical decision-making and consider subtle and overt influences on decision-making.	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes
634.3 (2a-b, 3a-b, 10a-b) Promote social, economic and environmental justice in the distribution of resources and organizational and community policies which ensure culturally sensitive responses to diverse populations, including those within an Alaskan context.	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes
634.4 (2b, 6a, 7a, 8c, 10a) Engage with larger systems in advanced problem-solving efforts with a clear understanding of professional roles and responsibilities in developing and implementing organizational and community change strategies for addressing unmet client-system needs and populations-at-risk, including those within an Alaskan context.	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes
634.5 (3b, 5a, 6a, 7a) Integrate multiple political, historical, attitudinal, economic, and personal influences on the development and administration of	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes

social service programs from an advanced generalist eco-systemic frame of reference.	
634.6 (6a-b, 7a, 8a-e) Apply an advanced problem-solving framework to political, social service and community organizations in carrying out professional social work services to, and on behalf of, client systems.	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes
634.7 (6a-b, 7b, 8b) Identify, assess, and select theory and evidence-based knowledge appropriate to organizational practice.	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes
634.8 (9a, 9c) Engage in reflective practice evaluation with emphasis on self-awareness, biases, self-observation, and self-evaluation.	Development of nonprofit organization— the assignment has multiple components that address all learning outcomes

IV. Course Level Justification

This is an advanced generalist course for students in their concentration year of the MSW program. This course continues the advanced generalist practice sequence to address social work practice with organizations and communities.

V. Topical Course Outline

- A. Advanced generalist eco-systemic perspective and macro practice in social work history
- B. Organizational and community theories in the context of the three major sectors (economic, social, governmental)
- C. History of human service organizations and their role in assisting vulnerable groups, including the community environments in which nonprofit/public sector management operates
 1. Cultural carriers, social and demographic conditions (poverty, racism, alienation)
 2. Politics in community contexts
- D. Development of nonprofits in Alaska
 1. Building leadership
 2. Board development
 3. The importance and creation of mission statements
- E. Strategic planning
 1. Strengths, weaknesses, opportunities, threats (SWOT) analysis
 2. Critical issues
 3. Strategy development
 4. Evaluation
- F. Budgeting
 1. Contexts of budgeting
 2. Summary and line-item budget development

- 3. Basic accounting concepts
- G. Developing the organizational structure
 - 1. Human resources, including valuing and supporting diversity
 - 2. Recruitment and screening of staff
 - 3. Personnel practices
- H. Exploring the multiple roles of the middle manager (administrator, supervisor, leader, advocate, program planner, and community organizer).
- I. Introduction to community and organizational leadership
- J. Women's issues in macro practice

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 8. Intervening with Clients* will be measured in SWK A634.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 8. Intervening with Clients*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

- Drucker, P. F. (2005). *Managing the nonprofit organization: Principles and practices*. New York, NY: HarperCollins.
- Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). *Management of human service programs* (5th ed.). Belmont, CA:Thompson Brooks/Cole.

VIII. Bibliography

- Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85(9), 62-71.
- Gottfredson, M., Schaubert, S., & Babcock, E. (2008). Achieving breakthrough performance. *Stanford Social Innovation Review*, 6(3), 32-39.
- Jackson, P. M., & Fogarty, T. E. (2005). *Sarbanes-Oxley for nonprofits: A guide to building competitive advantage*. Hoboken, NJ: John Wiley & Sons.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York, NY: Columbia University Press.
- Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge* (5THed.). San Francisco, CA: Jossey-Bass.
- Lohmann, R. A., & Lohmann, N. (2002). *Social administration*. New York, NY: Columbia University Press.

- Perlmutter, F. D., Bailey, D., & Netting, F. E. (2001). *Managing human resources in the human services: Supervisory challenges*. New York, NY: Oxford University Press.
- Pynes, J. E. (2013). *Human resources management for public and nonprofit organizations: A strategic approach* (4th ed.). San Francisco, CA: Jossey-Bass.
- *Taibbi, R. (1995). *Clinical supervision: A four-stage process of growth and discovery*. Milwaukee, WI: Families International.
- Trotman, J. E. (2006). *Supervision & management in nonprofits and human services*. Peosta, IA: Eddie Bowers.
- Weil, M., Gamble, D. N., & MacGuire, E. (2010). *Community practice skills workbook: Local to global perspectives*. New York, NY: Columbia.
- Weil, M. (2013). *The handbook of community practice* (2nd ed.). Thousand Oaks, CA: Sage.
- Weinbach, R. W., & Taylor, L. M. (2011). *The social worker as manager: A practical guide to success* (6th ed.). Needham Heights, MA: Allyn & Bacon.
- Zeitlow, J., Hankin, J., & Seidner, A. G. (2007). *Financial management for nonprofit organizations: Policies & practices*. Hoboken, NJ: John Wiley & Sons.

*Considered a classic text



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK	
2. Course Prefix SWK	3. Course Number A635	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Advanced Generalist Integrative Seminar Integrative Seminar <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; font-size: small;"> <div><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. MSW Program		10/28/14		Mary Dallas Allen	
2.					
3.					
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides students with the opportunity to integrate ecosystem perspective and problem-solving approaches with direct and organizational practice through the completion of a literature review and a federal, state, municipal, or foundation grant request for proposal (RFP).					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A634 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage and successful completion of the foundation curriculum or advanced standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with accreditation requirements.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Mary Dallas Allen</u> Initiator (TYPE NAME) </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>					

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A635
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Advanced Generalist Integrative Seminar
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Provides students with the opportunity to integrate ecosystem perspective and problem-solving approaches with direct and organizational practice through the completion of a literature review and a federal, state, municipal, or foundation grant request for proposal (RFP).
 - L. Course Prerequisites: SWK A634 with a minimum grade of C
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage with successful completion of the foundation curriculum or advanced standing
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Provide students with the knowledge and tools necessary to complete a grant proposal addressing an important social issue in Alaska.
 2. Assist students with their integration of MSW concentration coursework as they work towards successful completion of the course.
 3. Engage students in self-evaluation as they develop professionally as advanced generalist practitioners.
 4. Foster an environment that encourages the demonstration of innovation, creativity and leadership throughout the course.
 5. Assist students in identifying and operationalizing multiple autonomous social work practice roles.

6. Identify contextual variables related to practice in Alaska.
7. Serve as a supervisor and consultant to students as they develop their grant proposals.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
635.1 (1a, 8c) Demonstrate innovation, creativity, and leadership in multiple practice roles such as grant writer, program innovator, program evaluator, and community organizer.	Grant proposal
635.2 (1b, 9b) Engage in self-evaluation, identify personal strengths and weaknesses, and develop strategies for professional development.	Grant proposal
635.3 (1b) Seek supervision and consultation for growth and development as an independent practitioner.	Grant proposal
635.4 (1c, 8a-c) Demonstrate integration of research, policy, human behavior in social environment, values, ethics, and direct and organizational practice knowledge as the student develops a personal theory of practice.	Grant proposal
635.5 (2a-b, 3b) Demonstrate professional commitment and competence in addressing oppression, vulnerable populations, diversity, and special needs in the Alaskan community.	Grant proposal
635.6 (6a, 7a) Apply an eco-systemic perspective and planned change model.	Grant proposal
635.7 (10a-b) Demonstrate integration of contextual knowledge into the development of social work services in Alaska.	Grant proposal

IV. Course Level Justification

This is a concentration course in the MSW Program. This 600-level course builds on content from the pre-requisite SWK A634 Advanced Generalist Practice III: Organizations & Communities.

V. Topical Course Outline

This is a seminar-based course in which the student will utilize the instructor and other students as mentors and consultants. In this course, students will demonstrate the ability to integrate practice knowledge from the advanced generalist perspective.

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 10. Context* will be assessed in SWK A635.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 10. Context*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video tape, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Assessment Plan for a copy of the Master Rubric.

VII. Required Texts

Coley, S. M., & Scheinberg, C. A. (2013). *Proposal writing: Effective grantsmanship* (4th ed.). Thousand Oaks, CA: Sage.

VIII. Bibliography

- Doelling, C. N. (2005). *Social work career development: A handbook for job hunting and career planning* (2nd ed.). Washington, DC: NASW Press.
- Geever, J. C. (2004). *Guide to proposal writing* (4th ed.). New York, NY: The Foundation Center.
- Karsh, E., & Fox, A. S. (2006). *The only grant-writing book you'll ever need* (2nd ed.). New York, NY: Carroll & Graf.
- Seltzer, M. (2001). *Securing your organization's future*. New York, NY: The Foundation Center.
- Szuchman, L. T., & Thomlison, B. (2011). *Writing with style: APA style for social work* (4th ed.). Belmont, CA: Brooks/Cole-Thomson Learning.



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK	
2. Course Prefix SWK	3. Course Number A636	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Practice III: Organizations and Communities Practice III Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: Fall/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
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15. Course Description (<i>suggested length 20 to 50 words</i>) Provides foundation generalist social work practice knowledge and skills in implementing the planned change process with organizations and communities. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with accreditation requirements.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Mary Dallas Allen</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A636
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Practice III: Organizations and Communities
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Provides foundation generalist social work practice knowledge and skills in implementing the planned change process with organizations and communities. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Prepare students for generalist practice roles associated with organizational and community practice (e.g., advocate, community organizer, leader, educator/trainer, evaluator, planner) in working with organizations and communities.
 2. Apply the planned change and evidence-based practice processes, and strengths and ecological systems perspectives to social work practice with organizations and communities.
 3. Introduce students to key social work theories and perspectives for assessing and intervening with organizations and communities.
 4. Create awareness in students that professional practice in organizations and communities utilizes generalist skills that include working with individuals, families, groups, organizations, and communities.

5. Engage students in applying professional values, ethics, laws, and regulations to social work practice with organizations and communities.
6. Help students use reflection and self-regulation based on feedback from peers and the instructor regarding the strengths and limitations of their practice skills.
7. Foster an environment that encourages the exploration of issues of poverty, oppression, discrimination, social, economic and environmental justice, and diversity as it relates to social work organizational and community practice.
8. Identify social service strengths, needs, and challenges of Alaskan organizations and communities.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
636.1 Differentiate generalist social work roles (advocate, community organizer, leader, educator/trainer, evaluator, and planner) and professional boundaries applicable to professional practice with organizations and communities.	Organizational and community roles assignments
636.2 (1a) ¹ Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate to context when working with organizations and communities.	Case studies Organizational and community ethical decision making assignments
636.3 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations with communities and organizations.	Case studies Organizational and community reflection and values clarification assignment
636.4 (2a-c) Assess the issues of poverty, oppression, discrimination, social, economic and environmental justice, and diversity in organizations and communities.	Case studies
636.5 (2d) Assess and respond to the specific social service strengths, needs, and challenges of Alaskan organizations and communities.	Case studies
636.6 (3a-b) Engage in advocacy practices	Case studies

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

that advance human rights and social, economic and environmental justice in organizations and communities.	
636.7 (4c) Apply the evidence-based practice (EBP) process to utilize research findings to inform and improve practice with organizations and communities.	Case studies Organizational and community evidence based practice process assignment
636.8 (5a) Assess how social welfare and economic policies impact social work practice with organizations and communities.	Case studies
636.9 (6a-b) Engage organizations and communities in the planned change process.	Case studies
636.10 (6a, 7b, 8b) Apply key social work theories and perspectives, including planned change and the evidence-based practice process, to organizational and community practice.	Case studies Organizational and community evidence based practice process assignment
636.11 (7a-d) Assess organizations' and communities' needs in the planned change process.	Case studies Organizational and community evidence based practice process assignment
636.12 (8a-e) Intervene with organizations and communities in the planned change process.	Case studies Organizational and community evidence based practice process assignment
636.13 (9a-c) Evaluate practice with organizations and communities in the planned change process.	Case studies Organizational and community evidence based practice process assignment

IV. Course Level Justification

This course is a foundation course in the MSW program. The course assists students in learning skills, practice methods, theory, and research related to social work organizational and community practice.

V. Topical Course Outline

A. Macro practice: An introduction to social work practice with organizations and communities

1. Historical roots of macro social work practice
2. The challenge of macro social work
3. The spectrum of macro social work
4. Professional values and ethical issues of macro practice
5. NASW and other codes, laws, and regulations as they relate to practice with communities and organizations

6. Ethical decision-making process
7. Interdisciplinary collaboration in macro practice
8. Diverse client groups in macro practice
- B. Professional generalist social work roles (e.g., advocate, community organizer, leader, educator/trainer, evaluator, planner) with communities and organizations
- C. Community & organizational problems
 1. Identify and understand community and organizational problems
 - 2.
 3. Evaluate the impact of social, economic and environmental policies on social work practice with organizations and communities.
- D. Macro planned change process
 1. Preparation for macro-level interventions
 2. Engagement
 3. Assessment
 4. Planning
 5. Tactical evaluation and selection of interventions and services
 6. Implementation of interventions and services
 7. Monitoring and evaluation of social work services
- E. Organizational change
 1. Understanding organizations
 2. Analyzing social service organizations
 3. Organizational change theories and perspectives (e.g. classical theories, open systems theory, contingency theories, critical and feminist theories, and levels of organizational change).
- F. Community change
 1. Understanding communities
 2. Community social service systems
 3. Theories, models, perspectives, and methods of community and organizational practice (e.g., coalition model, social networks)
 4. Practice in the digital world (e.g., geographic information systems (GIS) and information and computer technology (ICT).
 5. Community organizing with diverse populations and contexts (e.g., international, rural, Alaska, etc.)
 6. Organizing communities for power and empowerment

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 8. Intervening with Clients* will be measured in SWK A636.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 8. Intervening with Clients*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper,

video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). *Social work macro practice* (5th ed.). Boston, MA: Pearson/Allyn & Bacon.

VIII. Bibliography

Burghardt, S. (2013). *Macro practice in social work for the 21st century* (2nd ed.). Thousand Oaks, CA: Sage.

Furman, R., & Gibelman, M. (2013). *Navigating human service organizations* (3rd ed.). Chicago, IL: Lyceum.

Gamble, D. N., & Weil, M. (2010). *Community practice skills*. New York, NY: Columbia.

Hardcastle, D. A., & Powers, P. R. (2011). *Community Practice: Theories and skills for social workers* (3rd ed.). New York, NY: Oxford University Press.

Johnson, J. L., & Grant, G., Jr. (2005). *Community practice*. Boston, MA: Allyn & Bacon.

Long, D. D., Tice, C. J., & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Brooks/Cole.

Meenghan, T. M., Gibbons, W. E., & McNutt, J. G. (2005). *Generalist practice in larger settings* (2nd ed.). Chicago, IL: Lyceum.

O'Connor, M. K., & Netting, F. E. (2009). *Organization practice: A guide to understanding human service organizations* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Weil, M. (2013). *The handbook of community practice* (2nd ed.). Thousand Oaks, CA: Sage.

Weil, M., Gamble, D. N., & MacGuire, E. (2010). *Community practice skills workbook: Local to global perspectives*. New York, NY: Columbia.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK																					
2. Course Prefix SWK	3. Course Number A638	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1.0	5b. Contact Hours (Lecture + Lab) (0+2)																					
6. Complete Course Title Practice Evaluation Lab <small>Abbreviated Title for Transcript (30 character)</small>																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																									
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Other Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr><tr><td><input type="checkbox"/> Other (please specify)</td><td></td></tr></table>			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		<input type="checkbox"/> Other (please specify)		9. Repeat Status No # of Repeats Max Credits		
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14. General Education Requirement Mark appropriate box: <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																									
15. Course Description (suggested length 20 to 50 words) Supports students with engaging in the evidence based practice process while in the field practicum placement (SWK 646 & 647 or SWK 639). Students develop and implement a plan for evaluating their social work practice with individuals, families, groups, or organizations.																									
16a. Course Prerequisite(s) (list prefix and number or test code and score) SWK A624 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required) N/A																						
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Admission to the MSW program at the University of Alaska Anchorage with successful completion of the foundation curriculum or advanced standing																						
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																						
19. Justification for Action Added course for compliance with accreditation requirements.																									
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A638
 - D. Number of Credits: 1.0
 - E. Contact Hours: 0 + 2
 - F. Course Program: Master of Social Work
 - G. Course Title: Practice Evaluation Lab
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Supports students with engaging in the evidence based practice process while in the field practicum placement (SWK 646 & 647 or SWK 639). Students develop and implement a plan for evaluating their social work practice with individuals, families, groups, or organizations.
 - L. Course Prerequisites: SWK 624 with a minimum grade of C
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage with successful completion of the foundation curriculum or advanced standing
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Prepare students to engage in the evidence based practice process in their social work practicum placement.
 2. Assist students to identify discreet social work practice outcomes as part of the evidence-based practice process.
 3. Describe methods for measuring practice outcomes.
 4. Apply methods for analyzing qualitative and quantitative data as it relates to evaluating practice.
 5. Identify methods for developing feedback loops for effective practice evaluation.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
638.1 (4a) Engage in evidence-based practice process to inform practice.	Practice evaluation plan
638.2 (4b) Generate evidence from research and/or program evaluation to inform practice.	Practice evaluation report
638.3 (9a) Engage in reflective practice.	Practice evaluation plan
638.4 (9b) Design, analyze, monitor and evaluate their practice.	Practice evaluation plan Practice evaluation report
638.5 (10a) Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.	Practice evaluation plan Practice evaluation report

IV. Course Level Justification

This is a concentration course in the MSW Program. The course integrates knowledge from previous research and practice courses by requiring students to develop and implement a plan to evaluate their social work practice with individuals, families, groups or organizations. The course prepares students for engaging in evidence-based practice and for evaluating their social work practice.

V. Topical Course Outline

- A. Review the evidence based practice process
 1. Develop a practice research question
 2. Search for the evidence related to the practice research question
 3. Critically appraise the evidence
 4. Determine the most appropriate intervention
 5. Implement the intervention
 6. Evaluate the intervention & integrate feedback into practice
- B. Identify measurable practice outcomes
 1. Types of assessment measures
 2. Validity and reliability of measures
- C. Methods for evaluating practice
 1. Single-system designs
 2. Group designs
- C. Measure practice outcomes
 1. Quantitative data
 2. Qualitative data
- D. Design a monitoring and data collection system
 1. Who, what, when and where of data collection
 2. Reliability
 3. Validity
- E. Analyze quantitative data
 1. Reviewing raw data
 2. Missing data

3. Univariate and bivariate analyses
- F. Analyze qualitative data
- G. Develop a feedback loop for practice improvement
 1. Explore how the practice evaluation results inform practice and service delivery
 2. Identify strengths and weaknesses of the practice evaluation research design
- H. Disseminate results

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 9. Evaluating Practice* will be measured in SWK A638.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 9. Evaluating Practice*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video tape, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

IBM Corp. (2012). IBM SPSS Statistics Premium GradPack 21. Armonk, NY: Author.
 Shaw, I. F. (2011). *Evaluating in practice* (2nd ed.). Burlington, VT: Ashgate.

VIII. Bibliography

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- Fong, R. & Pomeroy, E. C. (2011). Translating research to practice. *Social Work*, 56(1), 5-7.
- Grinnell, R. M., Gabor, P. A., & Unrau, Y. A. (2012). *Program evaluation for social workers: Foundations of evidence-based programs* (6th ed.). New York, NY: Oxford University Press.
- Rubin, A. (2013). *Statistics for evidence-based practice and evaluation* (3rd ed.). Belmont, CA: Brooks/Cole.
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- Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Thousand Oaks, CA: Sage.



Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK																																					
2. Course Prefix SWK	3. Course Number A639	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 6.0	5b. Contact Hours (Lecture + Lab) (3+32)																																					
6. Complete Course Title Advanced Generalist Intensive Practicum Intensive Practicum Abbreviated Title for Transcript (30 character)																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input checked="" type="checkbox"/> Contact Hours</td></tr><tr><td><input checked="" type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input checked="" type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input checked="" type="checkbox"/> Co-requisites</td></tr><tr><td><input checked="" type="checkbox"/> Other Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr><tr><td colspan="2"><input checked="" type="checkbox"/> Other Update CCG (please specify)</td></tr></table>			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input checked="" type="checkbox"/> Co-requisites	<input checked="" type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input checked="" type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other Update CCG (please specify)		9. Repeat Status No # of Repeats Max Credits																		
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			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature																																						
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .																																									
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted																																					
1. MSW Program		10/28/14		Mary Dallas Allen																																					
2.																																									
3.																																									
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____																																									
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>																																						
14. General Education Requirement Mark appropriate box: <table border="0"><tr><td><input type="checkbox"/> Oral Communication</td><td><input type="checkbox"/> Written Communication</td><td><input type="checkbox"/> Quantitative Skills</td><td><input type="checkbox"/> Humanities</td></tr><tr><td><input type="checkbox"/> Fine Arts</td><td><input type="checkbox"/> Social Sciences</td><td><input type="checkbox"/> Natural Sciences</td><td><input type="checkbox"/> Integrative Capstone</td></tr></table>						<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Written Communication	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Humanities	<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone																												
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16a. Course Prerequisite(s) (list prefix and number or test code and score) SWK A629 with a minimum grade of C or concurrent enrollment			16b. Co-requisite(s) (concurrent enrollment required) N/A																																						
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in a MSW practice course																																						
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19. Justification for Action Update CCG for compliance with accreditation requirements.																																									
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**University of Alaska Anchorage
College of Health
Course Content Guide**

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|-------------|--|---|
| I. | Date of Initiation | September 2014 |
| II. | Curriculum Action Request | |
| | A. School: | College of Health |
| | B. Course Subject: | SWK |
| | C. Course Number: | A639 |
| | D. Number of Credits: | 6.0 |
| | E. Contact Hours: | 3+32 |
| | F. Course Program: | Master of Social Work |
| | G. Course Title: | Advanced Generalist Intensive Practicum |
| | H. Grading Basis: | A-F |
| | I. Implementation Date: | Fall 2015 |
| | J. Cross-listed/Stacked: | N/A |
| | K. Course Description: | Advanced generalist intensive practicum in which student performs as an advanced generalist social worker within an organization and/or community context. Emphasis is on integration and demonstration of the advanced generalist competencies and practice behaviors. The student completes 480 hours in an approved setting under the supervision of a MSW field instructor. |
| | L. Course Prerequisites: | SWK A629 with a minimum grade of C or concurrent enrollment |
| | M. Test Scores: | N/A |
| | N. Course Co-requisites: | N/A |
| | O. Other Restrictions: | Level |
| | P. Registration Restrictions: | Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in a MSW practice course |
| | Q. Course Fees: | Yes |
| III. | Instructional Goals and Student Learning Outcomes | |
| | A. The instructor will: | |
| | 1. | Support student learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student in each practicum setting to ensure conformance with MSW field education/practicum goals and objectives, and assisting any party in managing difficulties should they arise. |
| | 2. | Create an environment in practicum seminar conducive to critical analysis, self-reflection, and exchange of ideas. |
| | 3. | Model professional social work knowledge, skills, values, ethics, and behavior to assist MSW students in development of a professional identity and preparation for advanced generalist practice. |

4. Facilitate integration of advanced generalist competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the student, the practicum agency, and the university.
6. Assist students to generalize their learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidenced-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
647.1 (1a-c) ¹ Demonstrate ethical and professional behavior.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.2 (2a-c) Engage diversity and difference in practice.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.3 (3a-b) Advance human rights and social, economic and environmental justice.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.4 (4a-b) Engage in practice-informed research and research-informed practice.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.5 (5a-b) Engage in policy practice.	Learning portfolio

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

	Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.6 (6a-b) Engage with individuals, families, groups, organizations, and communities.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.7 (7a-b) Assess individuals, families, groups, organizations, and communities.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.8 (8a-c) Intervene with individuals, families, groups, organizations, and communities.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.9 (9a-b) Evaluate practice with individuals, families, groups, organizations, and communities.	Learning portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric
647.10 (10a-b) Respond to contextual issues that shape practice in Alaska.	Learning portfolio Student-generated tasks and indicators in learning contract End-of-semester self-assessment & field instructor evaluation Integration reflection assignments Practice behavior rubric

IV. Course Level Justification

This intensive practicum course is for concentration year students who are completing all of the advanced generalist practicum requirements in one semester rather than two. This course is taken in place of SWK 646 Advanced Generalist Practicum I & SWK

647 Advanced Generalist Practicum II. This course builds on knowledge gained from the entire sequence of foundation and concentration social work courses.

V. Topical Course Outline

- A. Advanced Generalist Competency 1: Demonstrate ethical and professional behavior
 1. Develop direct and organizational practice roles
 2. Seek supervision/consultation and professional development
 3. Address complex ethical dilemmas
- B. Advanced Generalist Competency 2: Engage diversity and difference in practice
 1. Demonstrate attunement and sensitivity to culture
 2. Address social and health issues in diverse Alaskan communities
 3. Establish professional relationships with people from diverse backgrounds
- C. Advanced Generalist Competency 3: Advance human rights and social, economic and environmental justice (HR&SEEJ)
 1. Advocate for and develop policies promoting HR&SEEJ
 2. Advocate for and develop programs promoting HR&SEEJ
- D. Advanced Generalist Competency 4: Engage in practice-informed research and research-informed practice
 1. Use practice knowledge to inform research/program evaluation
 2. Generate evidence from research/program evaluation for practice
- E. Advanced Generalist Competency 5: Engage in policy practice
 1. Develop and evaluate policies that advance social well-being
 2. Collaborate with colleagues, clients and constituencies for effective policy action
- F. Advanced Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities
 1. Engage multiple client systems in problem-solving with complex social issues through a planned change process
 2. Differentially apply theories and evidence-based practice processes to work with multicultural clients and constituencies in Alaska
- G. Advanced Generalist Competency 7: Assess individuals, families, groups, organizations, and communities
 1. Gather and analyze information using an eco-systemic approach for assessing clients in the context of multiple systems
 2. Integrate evidence-based knowledge and contextual variables in the assessment phase of practice
- H. Advanced Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities
 1. Integrate evidence-based knowledge and contextual variables in the intervention phase of practice
 2. Differentially intervene at multiple levels on behalf of clients
 3. Demonstrate leadership by identifying a compelling need in Alaska and developing a best practice plan for intervention
- I. Advanced Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities
 1. Engage in reflective practice and program evaluation
 2. Design, analyze, monitor, and evaluate their own practice

- J. Advanced Generalist Competency 10: Alaskan context
 1. Integrate contextual knowledge into developing, implementing and evaluating social work services in Alaska
 2. Develop and evaluate policies and programs that respond to the context of their practice

VI. Signature Assignment

Students in this course are required to complete a learning portfolio, which is a signature assignment for the MSW program. Students will organize the portfolio around their learning contract and their demonstration of the advanced generalist competencies and practice behaviors.

The portfolio assignment will include, but not be limited to, the following:

- a) Artifacts that document the demonstration of a given practice behavior; and
- b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Program Assessment

Student attainment of advanced generalist competencies and practice behaviors will be evaluated by the student, field instructor and faculty liaison using a comprehensive assessment rubric. The Advanced Generalist Practice Behavior Rubric will be used in program evaluation for accreditation. See the MSW Program Assessment Plan for a copy of the rubric.

VIII. Required Text

Kopacz, E. Y. (2014). *University of Alaska Anchorage MSW field education manual*. Anchorage, AK: School of Social Work, University of Alaska Anchorage.

XI. Bibliography

- Baretti, M. A. (2009). Ranking desirable field instructor characteristics: Viewing student preferences in context with field and class experience. *The Clinical Supervisor*, 28(1), 47-71.
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- Burkard, A. W., Know, S., Hess, S. A., & Schultz, J. (2009). Lesbian, gay, and bisexual supervisees' experiences of LGB affirmative and nonaffirmative supervision. *Journal of Counseling Psychology*, 56(1), 176-188.
- Gelman, C. R. (2011). Field instructors' perspectives on foundation year MSW students' replacement anxiety. *Journal of Teaching in Social Work*, 31(3), 295-412.
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- Gerson, L., Meyelhardt, J., Ross, M., & Sommers, A. (2011). Students and field instructors in ongoing supervision groups. *Field Educator*, 1(1).
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- Mirabito, D. (2011). Educating a new generation of social workers: Challenges and skills needed for contemporary agency-based practice. *Clinical Social Work Journal*, 39.
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- Nelson, M. L., Barnes, K. L., Evans, A. L., & Triggiano, P. J. (2008). Working with conflict in clinical supervision: Wise supervisors' perspectives. *Journal of Counseling Psychology*, 55(2), 172-184.
- Ornstein, E. D., & Moses, H. (2010). Goodness of fit: A relational approach to field instruction. *Journal of Teaching in Social Work*, 30(1), 101-114.
- Ringe, S., & Mishna, F. (2007). Beyond avoidance and secrecy: Using students' practice to teach ethics. *Journal of Teaching in Social Work*, 27(1/2), 251-269.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2007). *Field instruction: A guide and workbook for students* (5th ed.). Allyn & Bacon.
- Sowbel, L. (2012). Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education*, 48(1), 27-45.
- Sweitzer, H. F., & King, M. A. (2009). *The successful internship* (3rd ed.). Belmont, CA: Brooks/Cole.
- Taylor, B. A., Hernandez, P., Deri, A., Rankin, P. R., & Siegel, A. (2006). Integrating diversity dimensions in supervision: Perspectives of ethnic minority AAMFT approved supervisors. *The Clinical Supervisor*, 25(1/2), 3-21.
- Urdang, E. (2011). In defense of process. *Field Educator*, 1(1).



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A642	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Human Behavior in the Social Environment Human Behavior in Soc Envir <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: Fall/9999														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Advanced application of theoretical knowledge about human behavior across the life-span, the ranges of social systems in which people live, and the ways social systems promote or deter people in maintaining or achieving health and well-being.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. School: | College of Health |
| B. Course Subject: | SWK |
| C. Course Number: | A642 |
| D. Number of Credits: | 3.0 |
| E. Contact Hours: | 3+0 |
| F. Course Program: | Master of Social Work |
| G. Course Title: | Human Behavior in the Social Environment |
| H. Grading Basis: | A-F |
| I. Implementation Date: | Fall 2015 |
| J. Cross-listed/Stacked | N/A |
| K. Course Description: | Advanced application of theoretical knowledge about human behavior across the life-span, the ranges of social systems in which people live, and the ways social systems promote or deter people in maintaining or achieving health and well-being. |
| L. Course Prerequisites: | None |
| M. Test Scores | N/A |
| N. Course Co-requisites | N/A |
| O. Other Restrictions: | Level |
| P. Registration Restrictions: | Admission to the MSW program at the University of Alaska Anchorage |
| Q. Course Fees: | No |
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Introduce theory and conceptual frameworks for use with the planned change process.
 2. Present an overview of theories and theory-based perspectives central to social work practice with individuals, families, groups, organizations, and communities.
 3. Distinguish and integrate multiple theories in the analysis of social systems of all sizes, from the family to the cultural and legal context, and their reciprocal impact on the development and functioning of other social systems.
 4. Introduce ways that dimensions of human diversity (e.g., ethnicity, culture, gender, sexual orientation, class, disability) contribute to human development and functioning.
 5. Highlight the reciprocal and interrelated nature of diversity, social, political, economic, environmental and other systemic forces on behavior, development, and change.
 6. Introduce social work perspectives and social sciences theories theory to

understand the cultural uniqueness, status, history, needs, problems, strengths, and resources of the people of Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
642.1 (2a) ¹ Specify ways that dimensions of human diversity (e.g. ethnicity, culture, gender, sexual orientation, class, disability), contribute to human development and functioning.	Influence of diversity on development/functioning assignment Ecomap
642.2 (2c) Apply self-awareness and self-regulation to identify and manage personal biases and values to understand how they influence our work with diverse clients and constituencies.	Self-reflection assignment
642.3 (2d) Employ social work perspectives and social sciences theories to understand the cultural uniqueness, status, history, needs, problems, strengths, and resources of the people of Alaska.	Applicability of theories in understanding and practicing within Alaskan context assignment
642.4 (4c) Use and translate research findings to inform and improve practice, policy, and service delivery.	Theory application assignment
642.5 (6a) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	Theory application assignment Ecomap
642.6 (7b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Theory application assignment Ecomap
642.7 (8b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Theory application assignment Ecompa
642.8 Distinguish and integrate multiple theories in the analysis of social systems of all sizes, from the family to the cultural and legal context, and their reciprocal impact on the development and functioning of other social systems.	Influence of social systems on development/functioning assignment Ecomap
642.9 Analyze the dynamics and consequences of social-structural oppression and privilege on human development and functioning.	Impact of discrimination and oppression on development/functioning assignment Ecomap

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

IV. Course Level Justification

This course is a foundation course in the MSW program. In this 600-level course, students apply theory and knowledge from their undergraduate liberal arts education to the advanced study of the person-in-environment, which will inform students' generalist and advanced generalist social work practice with individuals, families, groups, organizations, and communities.

V. Topical Course Outline

- A. Distinguish between social science theories used for understanding human behavior in the context of social work practice
- B. Apply of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks on the engagement, assessment, and interventions with client systems
- C. Introduce key conceptual frameworks/perspectives and theories drawn from the social sciences.
 1. Identified perspectives, including but not limited to:
 - a. Ecological systems perspective
 - b. Strengths perspective
 - c. Empowerment approach
 - d. Feminist perspective
 - e. Social capital
 2. Identified theories:
 - a. Developmental theories (e.g., theories of biological, cognitive, moral, psychosocial, and spiritual development)
 - b. Introduction of theories and frameworks for analyzing elements of the social environment for families, small groups, organizations, and communities
 - c. Culture
 - d. Natural environment
- D. Frameworks for analyzing and comparing theories/theoretical frameworks
- E. Integration of development and eco-systemic approaches
- F. Explore how dimensions of diversity influence human behavior in the social environment with special attention to how oppression, poverty, marginalization, alienation, privilege, and power are experienced in Alaska.

VI. Signature assignment

This course requires a signature assignment to ensure that MSW students have an opportunity to create an ecomap. For this signature assignment, students are required to complete an eco-map, identifying key social forces impacting human development and functioning.

VII. Suggested Texts

- Farmer, R. L. (2009). *Neuroscience and social work practice: The missing link*. Los Angeles, CA: Sage.
- van Wormer, K. (2011). *Human behavior in the social environment: Individuals and families* (2nd ed.). New York, NY: Oxford University Press.

van Wormer, K., & Besthorn, F. H. (2011). *Human behavior in the social environment, macro level: Groups, communities, and organizations* (2nd ed.). New York, NY: Oxford University Press.

VIII. Bibliography

- Ashford, J. B., & LeCroy, C. W. (2013). *Human behavior in the social environment: A multidimensional perspective* (5th ed.). Belmont, CA: Brooks / Cole.
- Beemyn, G., & Rankin, S. (2011). *The lives of transgender people*. New York, NY: Columbia University Press.
- Gardner, H. W., & Kosmitzki, C. (2010). *Lives across cultures: Cross-cultural human development* (5th ed.). Upper Saddle River, NJ: Pearson.
- Ginsberg, L. (Ed.). (2011). *Social work in rural communities* (5th ed.). Alexandria, VA: Council on Social Work Education.
- Grossman, K. E., Grossman, K., & Waters, E. (Eds.). (2005). *Attachment from infancy to adulthood: The major longitudinal studies*. New York, NY: Guilford Press.
- Kirsten, K. K. (2011). *Human behavior in the macro social environment* (3rd ed.). Belmont, CA: Brooks/Cole.
- Lesser, J. G., & Pope, D. S. (2010). *Human behavior in the social environment: Theory and practice* (2nd ed.). Boston, MA: Allyn & Bacon.
- Long, D. D., & Holle, M. C. (2006). *Macro systems in the social environment* (2nd ed.). Thousand Oaks, CA: Cengage Learning.
- Olson, S. (Ed.). (2012). *From neurons to neighborhoods: An update (workshop summary)*. Washington, DC: The National Academies Press.
- Orren, D., & Smith, R. (2012). *Human behavior and the social environment: Social systems theory* (7th ed.). Upper Saddle River, NJ: Pearson.
- Rogers, A. (2010). *Human behavior in the social environment: New directions in social work* (2nd ed.). New York, NY: Routledge.
- Schrivier, J. M. (2011). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (5th ed.). Boston, MA: Allyn & Bacon.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Sprott, J. W. (2002). *Raising young children in an Alaskan Inupiaq village: The family, cultural, and village environment of rearing*. Westport, CT: Bergin & Garvey.
- Thyer, B. A., Dulmus, C. N., & Sowers, K. A. (2012). *Human behavior in the social environment: Theories for social work practice*. Hoboken, NJ: Wiley and Sons.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). *Understanding human behavior and the social environment* (9th ed.). Belmont, CA: Thomson Learning.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A643	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Human Diversity in Social Work Practice Human Diversity <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input checked="" type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Examination of intersecting dimensions of human diversity in relation to oppression, privilege, power, and the social justice commitments of social work generalist practice.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
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17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																	
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A643
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+0
 - F. Course Program: Master of Social Work
 - G. Course Title: Human Diversity in Social Work Practice
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Examination of intersecting dimensions of human diversity in relation to oppression, privilege, power, and the social justice commitments of social work generalist practice.
 - L. Course Prerequisites: N/A
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Identify and differentiate sources of discrimination, oppression, marginalization, privilege, and power.
 2. Facilitate student exploration of identity, power, and privilege as shaped by intersecting dimensions of diversity (including but not limited to: social class, culture, (dis)ability, race and ethnicity, gender, gender identity and expression, immigration status, political ideology, religion, and sexual orientation).
 3. Present critical analysis of theories related to oppression, diversity, and critical consciousness.
 4. Facilitate student analysis of how issues of diversity affect their social work practice.
 5. Discuss professional value and ethical issues related to working with clients and constituencies from different backgrounds.
 6. Identify unique needs and experiences of Alaskans with a special emphasis on Alaska Natives.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
643.1 (1b) ¹ Use reflection and self-regulation to manage personal values and maintain professionalism in working with clients from different backgrounds.	Values and ethics assignment
643.2 (2a) Apply understanding of the importance of diversity and difference ² in shaping life experiences in practice at micro and macro levels.	Diversity issues and intersectionality assignment
643.3 (2b) Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Role of learner assignment
643.4 (2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.	Values and ethics assignment
643.5 (2d) Respond to the unique needs and experiences of Alaskans with a special emphasis on Alaska Natives.	Diversity issues and intersectionality assignment
643.6 Identify and differentiate sources of discrimination, oppression, marginalization, privilege, and power.	Diversity issues and intersectionality assignment

IV. Course Level Justification

This is a foundation course in the MSW program. This 600-level course builds on the undergraduate degrees students bring, most of whom majored in fields other than Social Work, so that the level of discussion and learning is more advanced.

V. Topical Course Outline

A. Introduction to diversity and difference in practice

B. “-isms” and how they intersect

1. Race and racism
2. Social class and inequality
3. Disability and ableism
4. Ethnicity, immigration, and nationalism
5. Sex, gender and sexism

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

² Dimensions of difference are understood as the intersectionality of multiple factors including but not limited to: age class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

6. Gender identity and expression
7. Political ideology
8. Age and ageism
9. Religion, spirituality, and religious discrimination
10. Sexual orientation, homophobia, and heterosexism
11. Rural and urban as dimensions of difference and inequality
- C. Mechanisms of discrimination, oppression, and privilege from historical and contemporary perspectives
- D. Identify personal biases and values
- E. Difference, oppression, and privilege in the social services
 1. Addressing inequality across client system levels (i.e., individuals, families, groups, organizations, and communities)
 2. Strategies that advance social, economic and environmental justice.
 3. Values, knowledge, and skills for effective generalist social work practice with diverse populations and clients
- F. Unique issues for Alaskans and Alaska Natives

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Generalist Competency 2. Engaging Diversity and Difference in Practice* will be measured in SWK A643.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Generalist Competency 2. Engaging Diversity and Difference in Practice*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video tape, etc.) that is collected and will be used to assess the achievement of the aforementioned competency. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competency being measured. See the MSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

Anderson, M. L., & Collins, P. H. (2013). *Race, class & gender: An anthology* (8th ed.). Belmont, CA: Wadsworth/ Thomson.

VII. Bibliography

Alexander, M., & West, C. (2014). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Appleby, G. A., Colon, E., & Hamilton, J. (2010). *Diversity, oppression, and social functioning: Person in environment assessment & intervention* (3rd ed.). Boston, MA: Pearson.

Boyd, H. (Ed.). (2005). *Race and resistance: African Americans in the twenty-first century*. Cambridge, MA: South End Press.

- Canda, E. R., & Furman, L. D. (2010). *Spiritual diversity in social work practice: The heart of helping* (2nd ed.). New York, NY: Oxford University Press.
- Conley, D. (2003). *Wealth and poverty in America: A reader*. Malden, MA: Blackwell.
- Demo, D. H., Allen, K. R., & Fine, M. A. (Eds.). (2000). *Handbook of family diversity*. New York, NY: Oxford University Press.
- *Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus & Giroux.
- Fiske-Rusciano, R. (2013). *Experiencing race, class, & gender in the United States* (6th ed.). Boston, MA: McGraw-Hill.
- Ginsberg, L. (Ed.). (2011). *Social work in rural communities* (5th ed.). Alexandria, VA: Council on Social Work Education.
- *Kawagley, O. (1995). *A Yupiaq worldview: A pathway to ecology and spirit*. Prospect Heights, IL: Waveland Press.
- Kivel, P. (2002). *Uprooting racism: How white people can work for racial justice* (Rev.). Gariola, BC: New Society Publications.
- Lum, D. (Ed.). (2010). *Cultural competence, practice stages, and client systems: A case study approach*. Belmont, CA: Brooke/Cole.
- McDermott, M. (2006). *Working-class white: The making and unmaking of race relations*. Berkeley, CA: University of California Press.
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*Considered a classic text.



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A644	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+16)													
6. Complete Course Title Social Work Practicum I Practicum I <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Part I of generalist practicum sequence. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 240 practicum hours in an approved setting under the supervision of social work faculty and a MSW field instructor.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A632														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in an MSW practice course														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. School: | College of Health |
| B. Course Subject: | SWK |
| C. Course Number: | A644 |
| D. Number of Credits: | 3.0 |
| E. Contact Hours: | 3+16 |
| F. Course Program: | Master of Social Work |
| G. Course Title: | Social Work Practicum I |
| H. Grading Basis: | A-F |
| I. Implementation Date: | Fall 2015 |
| J. Cross-listed/Stacked: | N/A |
| K. Course Description: | Part I of generalist practicum sequence. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 240 practicum hours in an approved setting under the supervision of social work faculty and a MSW field instructor. |
| L. Course Prerequisites: | N/A |
| M. Test Scores: | N/A |
| N. Course Co-requisites: | SWK A632 |
| O. Other Restrictions: | Level |
| P. Registration Restrictions: | Admission to the MSW program at the University of Alaska Anchorage and concurrent enrollment in an MSW practice course |
| Q. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Support the student's learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student in each practicum setting to ensure conformance with MSW field education/practicum policies, goals, and objectives, and assisting any party in managing difficulties should they arise.
 2. Create an environment in practicum seminar conducive to critical analysis, reflection, and exchange of ideas.
 3. Model professional social work knowledge, skills, values, ethics, language, demeanor, and behavior in order to monitor and assist MSW students in developing and demonstrating a social work professional identity.
 4. Facilitate integration of MSW foundation level competencies and practice behaviors in the practicum experience.
 5. Serve as a liaison between the student, the practicum agency, and the university.

6. Assist students to generalize their learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidenced-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
644.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.2 (1a-e) ¹ Generalist Competency 1: Demonstrate ethical and professional behavior.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic and environmental justice.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.5 (4a-c) Generalist Competency 4: Engage in practice-informed research and research-	Individualized tasks and indicators in learning contract

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

informed practice.	End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.6 (5a-b) Generalist Competency 5: Engage in policy practice.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.7 (6a-b) Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.8 (7a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.9 (8a-e) Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
644.10 (9a-c) Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio

IV. Course Level Justification

This is the first of two practicum courses in the foundation year of the MSW curriculum. The practicum coursework offers the opportunity to apply and integrate knowledge and skills being learned in concurrent social work classes.

V. Topical Course Outline

- A. Begin the field placement/practicum
 - 1. The roles of the seminar instructor, faculty liaison, and field instructor
 - 2. Development of seminar structure and process
 - 3. Orientation to the agency
 - 4. Development of the Learning Contract
 - 5. Assignments and methods of documentation
- B. Generalist Competency 1: Demonstrate ethical and professional behavior
 - 1. Make ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 - 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications
 - 4. Use technology ethically and appropriately to facilitate practice outcomes
 - 5. Use supervision and consultation to guide professional judgment and behavior
- C. Generalist Competency 2: Engage diversity and difference in practice
 - 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
 - 2. Present as a learner and engaging clients and constituencies as experts of their own experiences
 - 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
 - 4. Integrate contextual knowledge into the practice of social work services in Alaska.
- D. Generalist Competency 3: Advance human rights and social, economic and environmental justice
 - 1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
 - 2. Engage in practices that advance social, economic and environmental justice
- E. Generalist Competency 4: Engage in research-informed practice and practice-informed research
 - 1. Use practice experience to inform research
 - 2. Engage in critical analysis of quantitative and qualitative research methods and research findings
 - 3. Use and translate research findings to inform and improve practice, policy, and service delivery
- F. Generalist Competency 5: Engage in policy practice
 - 1. Assess how social welfare and economic policies impact the delivery of and access to social services
 - 2. Critically analyze and promote policies that advance human rights and social, economic and environmental justice
- G. Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities
 - 1. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients constituencies
3. Integrate contextual knowledge into the practice of social work in Alaska
- H. Generalist Competency 7: Assess individuals, families, groups, organizations, and communities
 1. Collect, organize, critically analyze and interpret information from clients and constituencies
 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
- I. Generalist Competency 8: Intervention with individuals, families, groups, organizations, and communities
 1. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 3. Engage in inter-professional collaboration
 4. Negotiate, mediate, and advocate with and on behalf of clients and constituencies
 5. Facilitate effective transitions and endings that advance mutually agreed-on goals
- J. Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities
 1. Select and use appropriate methods for evaluation of outcomes
 2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 3. Apply evaluation findings to improve practice effectiveness at the micro and macro levels

NOTE: This is the first of a two-course practicum/field education sequence. The student should find minimal changes in course structure in the second semester other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of practice behaviors.

VI. Signature Assignment

Students in this course are required to complete a learning portfolio. Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors.

The portfolio assignment will include, but not be limited to, the following:

- a) Artifacts that document the demonstration of a given practice behavior; and
- b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Required Text

Kopacz, E. Y. (2014). *University of Alaska Anchorage MSW field education manual*. Anchorage, AK: UAA MSW Program.

VIII. Bibliography

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Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A645	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+16)													
6. Complete Course Title Social Work Practicum II Practicum II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Part II of generalist practicum sequence. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 240 practicum hours in an approved setting under the supervision of social work faculty and a MSW field instructor.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A644 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A636														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in an MSW practice course														
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**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A645
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+16
 - F. Course Program: Master of Social Work
 - G. Course Title: Social Work Practicum II
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Part II of generalist practicum sequence. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 240 practicum hours in an approved setting under the supervision of social work faculty and a MSW field instructor.
 - L. Course Prerequisites: SWK A644 with a minimum grade of C
 - M. Test Scores: N/A
 - N. Course Co-requisites: SWK A636
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage and concurrent enrollment in an MSW practice course
 - Q. Course Fees: Yes
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Support student's learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student in each practicum setting to ensure conformance with MSW field education/practicum goals and objectives, and assisting any party in managing difficulties should they arise.
 2. Create an environment in practicum seminar conducive to critical analysis, reflection, and exchange of ideas.
 3. Model professional social work skills, values, ethics, language, demeanor, and behavior in order to monitor and assist MSW students in developing and demonstrating a social work professional identity.
 4. Facilitate integration of MSW foundation level competencies and practice behaviors in the practicum experience.
 5. Serve as a liaison between the student, the practicum agency, and the university.

6. Assist students to generalize their learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
645.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
645.2 (1a-d) ¹ Generalist Competency 1: Demonstrate ethical and professional behavior.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
645.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic and environmental justice.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.5 (4a-c) Generalist Competency 4: Engage	Individualized tasks and indicators in

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

in practice-informed research and research-informed practice.	learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.6 (5a-b) Generalist Competency 5: Engage in policy practice.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.7 (6a-b) Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.8 (7a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.9 (8a-e) Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
645.10 (9a-c) Generalist Competency 9: Practice with individuals, families, groups, organizations and communities.	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric

IV. Course Level Justification

This is the second of two practicum courses in the foundation year of the MSW curriculum. The practicum coursework offers the opportunity to apply and integrate knowledge and skills being learned in concurrent social work classes. Students who enroll in SWK A644 will be enrolled concurrently in SWK A636.

V. Topical Course Outline

- A. Generalist Competency 1: Demonstrate ethical and professional behavior
 - 1. Make ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 - 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications
 - 4. Use technology ethically and appropriately to facilitate practice outcomes
 - 5. Use supervision and consultation to guide professional judgment and behavior
- B. Generalist Competency 2: Engage diversity and difference in practice
 - 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
 - 2. Present as a learner and engaging clients and constituencies as experts of their own experiences
 - 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
 - 4. Integrate contextual knowledge into the practice of social work services in Alaska.
- C. Generalist Competency 3: Advance human rights and social, economic and environmental justice
 - 1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
 - 2. Engage in practices that advance social, economic and environmental justice
- D. Generalist Competency 4: Engage in research-informed practice and practice-informed research
 - 1. Use practice experience to inform research
 - 2. Engage in critical analysis of quantitative and qualitative research methods and research findings
 - 3. Use and translate research findings to inform and improve practice, policy, and service delivery
- E. Generalist Competency 5: Engage in policy practice
 - 1. Assess how social welfare and economic policies impact the delivery of and access to social services
 - 2. Critically analyze and promote policies that advance human rights and social, economic and environmental justice
- F. Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities

1. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients constituencies
3. Integrate contextual knowledge into the practice of social work in Alaska
- G. Generalist Competency 7: Assess individuals, families, groups, organizations, and communities
 1. Collect, organize, critically analyze and interpret information from clients and constituencies
 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
- H. Generalist Competency 8: Intervention with individuals, families, groups, organizations, and communities
 1. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 3. Engage in inter-professional collaboration
 4. Negotiate, mediate, and advocate with and on behalf of clients and constituencies
 5. Facilitate effective transitions and endings that advance mutually agreed-on goals
- I. Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities
 1. Select and use appropriate methods for evaluation of outcomes
 2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 3. Apply evaluation findings to improve practice effectiveness at the micro and macro levels

NOTE: This is the second of a two-course practicum/field education sequence. Since the student remains in the same practicum placement and continues many of the tasks and activities that were begun in the first semester, there are minimal changes in course structure in the second semester other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of practice behaviors.

VI. Signature Assignment

Students in this course are required to complete the portfolio began in SWK A644. Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors. The portfolio assignment will include, but not be limited to, the following:

- a) Artifacts that document the demonstration of a given practice behavior; and
- b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Program Assessment

Student attainment of generalist competencies and practice behaviors will be evaluated by the student, field instructor and faculty liaison using the MSW Generalist Assessment Tool. The tool will be used for program assessment and accreditation purposes. See the MSW Assessment Plan for a copy of the Master Rubric and the MSW Advanced Generalist Assessment Tool.

VIII. Required Text

Kopacz, E. Y. (2014). *University of Alaska Anchorage MSW field education manual*. Anchorage, AK: UAA MSW Program.

IX. Bibliography

- Birkenmaier, J., & Berg-Weger, M. (2010). *The practicum companion for social work: Integrating class and fieldwork* (3rd ed.). Boston, MA: Pearson.
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Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK	
2. Course Prefix SWK	3. Course Number A646	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+16)	
6. Complete Course Title Advanced Generalist Practicum I Advanced Practicum I <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. MSW Program		10/28/14		Mary Dallas Allen	
2.					
3.					
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Part one of advanced generalist practicum sequence. Emphasis is on integration and demonstration of the advanced generalist competencies and practice behaviors. The student completes 240 hours in an approved setting under the supervision of a MSW field instructor.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A629 with a minimum grade of C or concurrent enrollment			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A633 or SWK A634		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in a MSW practice course		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with accreditation requirements.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>					
Initiator (faculty only) <u>Mary Dallas Allen</u> Initiator (TYPE NAME)		Date _____		Dean/Director of School/College Date _____	
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved Department Chair Date _____				<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____	
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____				<input type="checkbox"/> Disapproved Provost or Designee Date _____	

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A646
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+16
 - F. Course Program: Master of Social Work
 - G. Course Title: Advanced Generalist Practicum I
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Part one of advanced generalist practicum sequence. Emphasis is on integration and demonstration of the advanced generalist competencies and practice behaviors. The student completes 240 hours in an approved setting under the supervision of a MSW field instructor.
 - L. Course Prerequisites: SWK A629 with a minimum grade of C or concurrent enrollment
 - M. Test Scores: N/A
 - N. Course Co-requisites: SWK A633 or SWK A634
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in a MSW practice course
 - Q. Course Fees: Yes
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Support student learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student in each practicum setting to ensure conformance with MSW field education/practicum goals and objectives, and assisting any party in managing difficulties should they arise.
 2. Create an environment in practicum seminar that is conducive to critical analysis, self-reflection, and exchange of ideas.
 3. Model professional social work skills, values, ethics, and behavior to assist MSW students to develop a professional identity and preparation for advanced generalist practice.

4. Facilitate integration of advanced generalist competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the student, the practicum agency, and the university.
6. Assist students to generalize their learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidenced-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
646.1 (1a-c) ¹ Advanced Generalist Competency 1: Demonstrate ethical and professional behavior.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.2 (2a-c) Advanced Generalist Competency 2: Engage diversity and difference in practice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.3 (3a-b) Advanced Generalist Competency 3: Advance human rights and social, economic and environmental justice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.4 (4a-b) Advanced Generalist Competency 4: Engage in practice-informed research and research-informed practice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

646.5 (5a-b) Advanced Generalist Competency 5: Engage in policy practice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.6 (6a-b) Advanced Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.7 (7a-b) Advanced Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.8 (8a-c) Advanced Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.9 (9a-b) Advanced Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments
646.10 (10a-b) Advanced Generalist Competency 10: Respond to contextual issues that shape practice in Alaska.	Portfolio Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments

IV. Course Level Justification

This is the first of two practicum courses for the concentration year of the MSW. This course builds on knowledge gained from the entire sequence of foundation and concentration social work courses.

V. Topical Course Outline

- A. Advanced Generalist Competency 1: Demonstrate ethical and professional behavior
 - 1. Develop direct and organizational practice roles
 - 2. Seek supervision/consultation and professional development
 - 3. Address complex ethical dilemmas
- B. Advanced Generalist Competency 2: Engage diversity and difference in practice
 - 1. Demonstrate attunement and sensitivity to culture
 - 2. Address social and health issues in diverse Alaskan communities
 - 3. Establish professional relationships with people from diverse backgrounds
- C. Advanced Generalist Competency 3: Advance human rights and social, economic and environmental justice (HR&SEEJ)
 - 1. Advocate for and develop policies promoting HR&SEEJ
 - 2. Advocate for and develop programs promoting HR&SEEJ
- D. Advanced Generalist Competency 4: Engage in practice-informed research and research-informed practice
 - 1. Use practice knowledge to inform research/program evaluation
 - 2. Generate evidence from research/program evaluation for practice
- E. Advanced Generalist Competency 5: Engage in policy practice
 - 1. Develop and evaluate policies that advance social, economic and environmental justice
 - 2. Collaborate with colleagues, clients and constituencies for effective policy action
- F. Advanced Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities
 - 1. Engage multiple clients and constituencies in problem-solving with complex social issues through a planned change process
 - 2. Differentially apply theories and evidence-based practice processes to work with multicultural clients and constituencies in Alaska
- G. Advanced Generalist Competency 7: Assess individuals, families, groups, organizations, and communities
 - 1. Gather and analyze information using an eco-systemic approach for assessing clients in the context of multiple systems
 - 2. Integrate evidence-based knowledge and contextual variables in the assessment phase of practice
- H. Advanced Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities
 - 1. Integrate evidence-based knowledge and contextual variables in the intervention phase of practice

2. Differentially intervene at multiple levels on behalf of clients and constituencies
3. Demonstrate leadership by identifying a compelling need in Alaska and developing a best practice plan for intervention
- I. Advanced Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities
 1. Engage in reflective practice and program evaluation
 2. Design, analyze and monitor and evaluate their own practice
- J. Advanced Generalist Competency 10: Alaskan context
 1. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska
 2. Develop and evaluate policies and programs that respond to the context of their practice

Note: This is the first of a two-course practicum/field education sequence in the concentration year of the MSW program. The logic is to present the student with an overall process, learning activities, assignments, and evaluation methods that are consistent and predictable across both semesters. The student should find minimal changes in course structure in the second semester, other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of practice skills.

VI. Signature Assignment

Students in this course are required to complete a learning portfolio. Students will organize the portfolio around their learning contract and their demonstration of the advanced generalist competencies and practice behaviors.

The portfolio assignment will include, but not be limited to, the following:

- a) Artifacts that document the demonstration of a given practice behavior; and
- b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Required Text

Kopacz, E. Y. (2014). *University of Alaska Anchorage MSW field education manual*. Anchorage, AK: School of Social Work, University of Alaska Anchorage.

VIII. Bibliography

- Baretti, M. A. (2009). Ranking desirable field instructor characteristics: Viewing student preferences in context with field and class experience. *The Clinical Supervisor*, 28(1), 47-71.
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Course Action Request

University of Alaska Anchorage

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A647	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+16)													
6. Complete Course Title Advanced Generalist Practicum II Advanced Practicum II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Mary Dallas Allen</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation** September 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Subject: SWK
 - C. Course Number: A647
 - D. Number of Credits: 3.0
 - E. Contact Hours: 3+16
 - F. Course Program: Master of Social Work
 - G. Course Title: Advanced Generalist Practicum II
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2015
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Part two of advanced generalist practicum sequence. Emphasis in on integration and demonstration of the advanced generalist competencies and practice behaviors. The student completes 240 hours in an approved setting under the supervision of a MSW field instructor.
 - L. Course Prerequisites: SWK A646 with a minimum grade of C
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage with concurrent enrollment in a MSW practice course
 - Q. Course Fees: Yes
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Support student learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student in each practicum setting to ensure conformance with MSW field education/practicum goals and objectives, and assisting any party in managing difficulties should they arise.
 2. Create an environment in practicum seminar conducive to critical analysis, self-reflection, and exchange of ideas.
 3. Model professional social work knowledge, skills, values, ethics, and behavior to assist MSW students to develop of a professional identity and preparation for advanced generalist practice.

4. Facilitate integration of advanced generalist competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the student, the practicum agency, and the university.
6. Assist students to generalize their learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidenced-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
647.1 (1a-c) ¹ Advanced Generalist Competency 1: Demonstrate ethical and professional behavior.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.2 (2a-c) Advanced Generalist Competency 2: Engage diversity and difference in practice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.3 (3a-b) Advanced Generalist Competency 3: Advance human rights and social, economic and environmental justice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.4 (4a-b) Advanced Generalist Competency 4: Engage in practice-informed research and research-informed practice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

	End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.5 (5a-b) Advanced Generalist Competency 5: Engage in policy practice.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.6 (6a-b) Advanced Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.7 (7a-b) Advanced Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.8 (8a-c) Advanced Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.9 (9a-b) Advanced Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.	Portfolio Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
647.10 (10a-b) Advanced Generalist Competency 10: Responding to contextual	Portfolio Student-generated tasks and

issues that shape practice in Alaska.	indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Practice behavior rubric
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IV. Course Level Justification

This is the second of two practicum courses for concentration year of the MSW. This course builds on knowledge gained from the entire sequence of foundation and concentration social work courses.

V. Topical Course Outline

- A. Advanced Generalist Competency 1: Demonstrate ethical and professional behavior
 1. Develop direct and organizational practice roles
 2. Seek supervision/consultation and professional development
 3. Address complex ethical dilemmas
- B. Advanced Generalist Competency 2: Engage diversity and difference in practice
 1. Demonstrate attunement and sensitivity to culture
 2. Address social and health issues in diverse Alaskan communities
 3. Establish professional relationships with people from diverse backgrounds
- C. Advanced Generalist Competency 3: Advance human rights and social, economic and environmental justice (HR&SEEJ)
 1. Advocate for and develop policies promoting HR&SEEJ
 2. Advocate for and develop programs promoting HR&SEEJ
- D. Advanced Generalist Competency 4: Engage in practice-informed research and research-informed practice
 1. Use practice knowledge to inform research/program evaluation
 2. Generate evidence from research/program evaluation for practice
- E. Advanced Generalist Competency 5: Engage in policy practice
 1. Develop and evaluate policies that advance social, economic and environmental justice
 2. Collaborate with colleagues, clients and constituencies for effective policy action
- F. Advanced Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities
 1. Engage multiple clients and constituencies in problem-solving with complex social issues through a planned change process
 2. Differentially apply theories and evidence-based practice processes to work with multicultural clients and constituencies in Alaska
- G. Advanced Generalist Competency 7: Assess individuals, families, groups, organizations, and communities

1. Gather and analyze information using an eco-systemic approach for assessing clients in the context of multiple systems
2. Integrate evidence-based knowledge and contextual variables in the assessment phase of practice
- H. Advanced Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities
 1. Integrate evidence-based knowledge and contextual variables in the intervention phase of practice
 2. Differentially intervene at multiple levels on behalf of clients and constituencies
 3. Demonstrate leadership by identifying a compelling need in Alaska and developing a best practice plan for intervention
- I. Advanced Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities
 1. Engage in reflective practice and program evaluation
 2. Design, analyze and monitor and evaluate their own practice
- J. Advanced Generalist Competency 10: Alaskan context
 1. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska
 2. Develop and evaluate policies and programs that respond to the context of their practice

Note: This is the second of a two-course practicum/field education sequence. The logic is to present the student with an overall process, learning activities, assignments, and evaluation methods that are consistent and predictable across both semesters. The student should find minimal changes in course structure in the second semester, other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of practice skills.

VI. Signature Assignment

Students in this course are required to complete the portfolio began in SWK A645. Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors.

The portfolio assignment will include, but not be limited to, the following:

- a) Artifacts that document the demonstration of a given practice behavior; and
- b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Program Assessment

Student attainment of advanced generalist competencies and practice behaviors will be evaluated by the student, field instructor and faculty liaison using the MSW Advanced Generalist Assessment Tool. The tool will be used for program assessment and accreditation purposes. See the MSW Assessment Plan for a copy of the Master Rubric and the MSW Advanced Generalist Assessment Tool.

VIII. Required Text

Kopacz, E. Y. (2014). *University of Alaska Anchorage MSW field education manual*. Anchorage, AK: School of Social Work, University of Alaska Anchorage.

XI. Bibliography

- Baretti, M. A. (2009). Ranking desirable field instructor characteristics: Viewing student preferences in context with field and class experience. *The Clinical Supervisor*, 28(1), 47-71.
- Beddoe, L., Ackroyd, L., Chinnery, S. A., & Appleton, C. (2012). Live supervision of students in field placement: More than just watching. *Social Work Education: The International Journal*, 30(5), 512-528, 13-15.
- Birkenmaier, J., & Berg-Weber, M. (2007). *The practicum companion for social work: integrating class and field work*. Needham Heights, MA: Allyn & Bacon.
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- Kagle, J. D., & Kopels, S. (2008). *Social work records* (3rd ed.). Long Grove, IL: Waveland Press.
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- Ringe, S., & Mishna, F. (2007). Beyond avoidance and secrecy: Using students' practice to teach ethics. *Journal of Teaching in Social Work*, 27(1/2), 251-269.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2007). *Field instruction: A guide and workbook for students* (5th ed.). Allyn & Bacon.

- Sowbel, L. (2012). Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education*, 48(1), 27-45.
- Sweitzer, H. F., & King, M. A. (2009). *The successful internship* (3rd ed.). Belmont, CA: Brooks/Cole.
- Taylor, B. A., Hernandez, P., Deri, A., Rankin, P. R., & Siegel, A. (2006). Integrating diversity dimensions in supervision: Perspectives of ethnic minority AAMFT approved supervisors. *The Clinical Supervisor*, 25(1/2), 3-21.
- Urdang, E. (2011). In defense of process. *Field Educator*, 1(1).



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department MSWK													
2. Course Prefix SWK	3. Course Number A698	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (1+6)													
6. Complete Course Title MSW Research Seminar Research Seminar <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. MSW Program</td> <td>10/28/14</td> <td>Mary Dallas Allen</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. MSW Program	10/28/14	Mary Dallas Allen	2.			3.		
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1. MSW Program	10/28/14	Mary Dallas Allen															
2.																	
3.																	
Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>10/28/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/28/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Students use practice knowledge to inform and complete an applied research study or program evaluation. The course involves the conceptualization, design, implementation and dissemination of results.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) (HS A628 or SWK A628) with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the MSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Mary Dallas Allen</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** September 2014
- II. Curriculum Action Request**
- A. School: School of Social Work
 - B. Course Subject: SWK
 - C. Course Number: A698
 - D. Number of Credits: 3.0
 - E. Contact Hours: 1 + 6
 - F. Course Program: Master of Social Work
 - G. Course Title: MSW Research Seminar
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2014
 - J. Cross-listed/Stacked: N/A
 - K. Course Description: Students use practice knowledge to inform and complete an applied research study or program evaluation. The course involves the conceptualization, design, implementation and dissemination of results.
 - L. Course Prerequisites: (HS A628 or SWK A628) with a minimum grade of C
 - M. Test Scores: N/A
 - N. Course Co-requisites: N/A
 - O. Other Restrictions: Level
 - P. Registration Restrictions: Admission to the MSW program at the University of Alaska Anchorage
 - Q. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
 1. Supervise students through all aspects of applied research or program evaluation including the literature review, methods, data analysis, results, and dissemination of the research.
 2. Orient students to their ethical responsibilities as well as the policies and procedures involved in applied research or program evaluation with human subjects including the Institutional Research Board (IRB) review process.
 3. Help students to develop an awareness of the limits and opportunities of applied research or program evaluation in addressing social problems.
 4. Guide students to eliminate gender, ethnic, and cultural bias in their applied research or program evaluation projects.

5. Provide examples of small-scale program evaluations and applied research consistent with Master's level skills.
6. Serve as a research supervisor and consultant and facilitate the group of students to act as peer consultants during the applied research or program evaluation process.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
698.1 (1a) ¹ Demonstrate innovation, creativity, and leadership in multiple practice roles such as program evaluator or researcher.	Research assignment Public presentation
698.2 (1b) Seek supervision and consultation for growth and development as an independent practitioner.	Research assignment
698.3 (1c) Address complex ethical dilemmas encountered in applied research or program evaluation by applying standards of the National Association of Social Workers (NASW) Code of Ethics and other codes of ethics as appropriate to the context.	IRB proposal Public presentation
698.4 (2b) Demonstrate professional commitment and competence in addressing social and health issues in diverse Alaskan communities.	IRB proposal Research assignment Public presentation
698.5 (3a-b) Utilize applied research or program evaluation to advance policies and programs that promote human rights and social, economic and environmental justice.	Research assignment
698.6 (4a) Design and conduct all aspects of an applied research study or program evaluation including the literature review, methods, data analysis, results, and dissemination of the research.	Research assignment Public presentation
698.7 (4b) Generate evidence from applied research or program evaluation to inform practice.	Research assignment Public presentation
698.8 (10a-b) Integrate contextual knowledge into applied research or program evaluation of social work services in Alaska.	Research assignment Public presentation

IV. Course Level Justification

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

This is a concentration year course in the MSW program. This 600-level course builds on the content from the pre-requisite program evaluation course. The course prepares students for advanced generalist applied research and/or program evaluation.

V. Topical Course Outline

This is a seminar-based course in which the student will utilize the instructor and other students as mentors and consultants. The student assumes the primary responsibility with faculty supervision and consultation, and agency support for the design, implementation, and completion of the research/program evaluation. The course is designed as a graduate-level, self-directed research experience. Applied research or program evaluation assesses the ability of the students to be an autonomous producer of applied research or program evaluation from an advanced generalist social work perspective.

VI. Program Assessment

The UAA MSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only *Advanced Generalist Competency 10. Context* will be assessed in SWK A698.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in *Advanced Generalist Competency 10. Context*. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video recording, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competencies being measured. See the MSW Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

Szuchman, L. T., & Thomlison, B. (2011). *Writing with style: APA style for social work* (4th ed.). Belmont, CA: Brooks/Cole-Thomson Learning.

VIII. Bibliography

Abu-Bader, S. H. (2006). *Using statistical methods in social work practice: A complete SPSS guide*. Chicago, IL: Lyceum.

Blanksby, P. E., & Barber, J. G. (2006). *SPSS for social workers: An introductory workbook*. Boston, MA: Allyn & Bacon.

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- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Los Angeles, CA: Pyrczak.
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- Pyrczak, F., & Bruce, R. R. (2011). *Writing empirical research reports* (7th ed.). Los Angeles, CA: Pyrczak.
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- Silverman, D., & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide*. Thousand Oaks, CA: Sage.
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- Turabian, K. L., Booth, W. C., & Colomb, G. G. (2007). *A manual for writers of term papers, theses, and dissertations* (7th ed.). Chicago, IL: University of Chicago Press.
- Wagner, W. E. (2010). *Using SPSS for social statistics and research methods* (2nd ed.). Thousand Oaks, CA: Sage.

- Weinbach, R. W., & Grinnell, Jr., R. M. (2009). *Statistics for social workers* (8th ed.). Boston, MA: Allyn & Bacon.
- Westerfelt, A., & Deitz, T. J. (2009). *Planning and conducting agency-based research* (4th ed.). Boston, MA: Allyn & Bacon.



Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College CH College of Health	1b. Department SWK		
2. Complete Program Title/Prefix Master of Social Work Program			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Other: specify type in box 2 Master of Social Work This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No			
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate			
5. Implementation Date (semester/year) From: Fall/2015 To: Fall/9999			
6a. Coordination with Affected Units Department, School, or College: UAA COH School of Social Work Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>10/28/14</u>			
6c. Coordination with Library Liaison Date: <u>10/28/14</u>			
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function			
8. Justification for Action Update program for compliance with accreditation requirements.			
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SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900

www.uaa.alaska.edu/socialwork

Master of Social Work

The mission of the UAA Master of Social Work (MSW) program is to prepare advanced generalist social workers who address health and social issues in Alaska. Alaska's unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social, economic and environmental injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 31 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take ~~SWK A620 Professional Writing in Social Work~~ (3 credits of MSW electives) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall. The MSW program does not grant social work course credit for life experience or previous work experience.

Program Student Learning Outcomes

The MSW program prepares advanced generalist social workers who:

- Are leaders who assume multiple practice roles to address health and social issues in Alaska.
- Engage in practice consistent with the values and ethics of the social work profession.
- Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
- Intervene differentially with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
- Develop and conduct research to inform practice.
- Develop and evaluate social policies that promote social, economic and environmental justice.
- Engage in planned change using theory and evidence-based practice processes to provide competent and effective services across system sizes.
- Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor's degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to

be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Liberal Arts Requirements for Admissions

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines);
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development);
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines);
4. One university course in oral communication;
5. One university course in written communication;
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psycho-social determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses..

Transfer Credits

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647). Field placements may become competitive if the number of applicants exceeds the number of spaces. While the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies. The program and agencies reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance.

Graduation Requirements

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Program Requirements

Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work. Students admitted to the program on a full-time basis may take up to 7 credits each summer, and 12 to 16 credits in fall and spring semesters for one to two years dependent upon prior academic preparation. A copy of the full-time program plan is available from the School of Social Work.

Foundation Curriculum: 31 credits. MSW students complete, test out of, or waive the courses in the foundation curriculum. SWK A631 Foundation Practice 3

SWK A630	Practice I: Individuals Environment	3	SWK A642 Human Behavior in the Social
SWK A643	Human Diversity in Social Work Practice	3	
SWK A644	Generalist Practicum I	3	
SWK A607	Social Welfare Policy and Services	3	
SWK A632	Practice II: Families and Groups	3	
SWK A624	Foundation Research Methods*	4	
SWK A636	Practice III: Organizations and Communities	3	
SWK A645	Generalist Practicum II	3	

**Advanced placement students are waived from taking SWK A631, SWK A630, SWK A642, SWK A643, SWK A644, SWK A607, SWK A632, SWK A636, and SWK A645. Advanced placement students take 3 credits of MSW electives and SWK A624 in the summer prior to enrolling in the concentration curriculum.*

1. **Concentration Curriculum: 31 credits.** All MSW students are required to complete the courses in the concentration curriculum. SWK 635 Advanced Generalist Integrative Seminar and SWK 698 MSW Research Seminar are selectives; students choose only one.

SWK/HS A628	Program Evaluation	3	
SWK A629	Advanced Generalist Practice I: Individuals	3	
SWK A633	Advanced Generalist Practice III: Families and Groups	3	
SWK A634	Advanced Generalist Practice IV: Organizational Practice	3	
SWK A638	Practice Evaluation Lab	1	
SWK A646	Advanced Generalist Practicum I	3	
SWK A608	Social Policy for Advanced Generalist Practice	3	
SWK A635	Advanced Generalist Integrative Seminar	3	
or			
SWK A698	MSW Research Seminar*	3	
SWK A647	Advanced Generalist Practicum II	3	
Graduate-level Social Work electives		6	

2. A minimum of 38 credits is required for the Master of Social Work.

A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

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SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

Graduate Certificate, Clinical Social Work Practice

The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

Admission Requirements

Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade point average of 2.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

Curriculum Requirements

Total = 15 credits:

1. Required courses (7 credits):

SWK A651 Social Work Practice in Addictions
and Mental Health 2

SWK A663 Clinical Social Work with Children
and Adolescents (2-3) 2

SWK A664 Clinical Social Work with Adults 2

2. Plus completion of 8 credits from the following: 8

SWK A656 Treatment of Families (3)

SWK A665 Comparative Group Work (3)

SWK A667 Clinical Group Therapy (2)

SWK A672 Social Work with Families and Couples (2)

Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines "clinical social work" as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

Certificate Completion Requirements

See University requirements for Graduate Certificates at the beginning of this chapter. Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Graduate Certificate, Social Work Management

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Social Work Management will be able to demonstrate the knowledge and skills to perform organizational social work practice roles using multiple interventions directed at multiple levels. They will be able to:

- Demonstrate the role of leadership and decision making in social service organizations;
- Apply supervisory management skills at multiple levels within an organization;
- Integrate budget development and fiscal analysis into social services program planning;
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations;
- Design and implement financial resource development plans for social programs/social service agencies.

Admission Requirements

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

Curriculum Requirements

Total – 15 credits:

SWK A634	Organizational Practice	3
SWK A654	Supervisory Management in	
	Social Work	3
SWK A659	Leadership and Decision Making	
	in Social Work	3
SWK A660	Financial Leadership for	
	Social Work Administrators	2
SWK A661	Marketing in the Social Sector	2
SWK A662	Financial Resource Development for	
	Social Services	2

Certificate Completion Requirements

See University requirements for Graduate Certificates at the beginning of this chapter. Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Master of Social Work

The mission of the UAA Master of Social Work (MSW) program is to prepare advanced generalist social workers who ~~enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska~~ address health and social issues in Alaska. Alaska's unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social, ~~and~~ economic and environmental injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program ~~will~~ have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 32 1 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take ~~SWK A632 Direct Practice I~~ 620 Professional Writing in Social Work (3 credits of MSW electives) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall. The MSW program does not grant social work course credit for life experience or previous work experience.

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Program Student Learning Outcomes

~~Students graduating with a Master of Social Work will be able to~~ The MSW program prepares advanced generalist social workers who:

- ~~Be~~ Are leaders who assume multiple practice roles to address health and social issues in Alaska.
- Engage in practice consistent with the values and ethics of the social work profession.
- ~~Utilize critical thinking to synthesize and apply a broad range of knowledge and skills.~~
- Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
- ~~Intervene~~ Differentially ~~intervene~~ with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
- Develop and conduct research to inform practice.
- ~~Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.~~
- Develop and evaluate social policies that promote social, ~~and~~ economic and environmental justice well-being.
- Engage in planned change using theory and evidence-based practice processes to provide competent and effective services in Alaska across system sizes.
- Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
- Engage in planned change using theory and evidence-based practice processes to provide competent and effective services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor's degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to

be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Liberal Arts Requirements for Admissions

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines);
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development);
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines);
4. One university course in oral communication;
5. One university course in written communication;
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psychosocial determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647). Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

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Transfer Credits

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

Candidacy for a Master of Social Work Degree

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in SWK A635 or SWK A698 to complete MSW comprehensive examination Advanced Generalist Integrative Seminar during spring semester of the concentration year of the program.

4. **Academic Progress**

5. To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).
6. Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. W. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies. The program and agencies reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance.

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Graduation Requirements

- See the beginning of this chapter for University Requirements for Graduate Degrees.
- ~~Successful completion of research project (SWK A698).~~
- Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Program Requirements

~~The following outlines course requirements for the full-time program plan.~~ Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work. Students admitted to the program on a full-time basis may take up to 7 credits each summer, and 12 to 16 credits in fall and spring semesters for one to two years dependent upon prior academic preparation. A copy of the full-time program plan is available from the School of Social Work.

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4. ~~Foundation Curriculum: 31 credits. MSW students c~~Complete, test out of, or waive ~~the following required~~ courses in the foundation ~~curriculum sequence.~~

~~Fall — Year One ————— 165 credits~~
1. ~~SWK A630 ————— Practice Skills Lab — 1~~

SWK A631	Foundation Practice	3
SWK A630	Practice Skills Lab I: Individuals	3
SWK A632	Direct Practice I*	3

SWK A642	Human Behavior in the Social Environment	3
SWK A643	Human Diversity in Social Work Practice	3
SWK A644	Generalist Practicum I	3

~~Spring — Year One ————— 16 credits~~

SWK A607	Social Welfare Policy and Services	3
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~~SWK A632 — Direct Practice II: Families and Groups* — 3~~

SWK A624	Foundation Research Methods*	4
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SWK A636	Community Practice III: Organizations and Communities	3
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SWK A645	Generalist Practicum II	3
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~~Graduate-level Social Work elective ————— 3~~

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*Advanced placement students are waived from taking SWK A631, SWK A630, SWK A642, SWK A643, SWK A644, SWK A607, SWK A632, SWK A636, and SWK A645. Advanced placement students take 3 credits of MSW electives: SWK A620 and SWK A624 and SWK A632 in the summer prior to enrolling in the concentration curriculum.

2. **Concentration Curriculum: 31 credits.** All MSW students are required to complete the courses in the concentration curriculum. SWK 635 Advanced Generalist Integrative Seminar and SWK 698 MSW Research Seminar are selectives; students choose only one.

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2. —

~~Fall — Year Two 156 credits~~

~~SWK A608 Social Policy for Advanced Generalist~~

3. ~~Practice 3~~

SWK/HS A628 Program Evaluation 3

~~SWK A629 Advanced Generalist Practice I: Individuals 3~~

SWK A633 ~~Direct Practice II~~ Advanced Generalist Practice III: Families and Groups 3

SWK A634 ~~Advanced Generalist Practice IV:~~ Organizational Practice 3

~~SWK A638 Practice~~ Program Evaluation Lab 1

SWK A646 Advanced Generalist Practicum I 3

~~Spring — Year Two 165 credits~~

~~SWK A608 Social Policy for Advanced Generalist~~

~~Practice 3~~

SWK A635 Advanced Generalist Integrative Seminar* 3

or

~~SWK A698 MSW Research Project Seminar*~~ 3

SWK A647 Advanced Generalist Practicum II 3

~~SWK A698 MSW Research Project 3~~

Graduate-level Social Work electives 6

*MSW students complete the comprehensive exam by successful completion of either SWK A635 or SWK A698.

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- 3.4. A minimum of 38 credits is required for the Master of Social Work.

A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. **No more than 3 credits at the 400 level may be counted toward the MSW degree requirements.** Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project

All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

Graduate Certificate, Clinical Social Work Practice

The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

Admission Requirements

Applicants for the Graduate Certificate in Clinical Social Work Practice must:

- 5.1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
- 6.2. Have a cumulative graduate grade point average of 3.00 or higher (B average on a 4.00 scale);
- 7.3. Provide a written summary of social work practice experience and career goals; and
- 8.4. Be eligible for licensure in Alaska.

Curriculum Requirements

~~Total—15 credits~~

3.1. Required courses (7 credits):

SWK A651	Social Work Practice in Addictions and Mental Health	3
SWK A663	Clinical Social Work with Children and Adolescents	2
SWK A664	Clinical Social Work with Adults	2

4.2. Plus completion of 8 credits from the following: 8

SWK A656	Treatment of Families (3)
SWK A665	Comparative Group Work (2)
SWK A667	Clinical Group Therapy (2)
SWK A672	Social Work with Families and Couples (2)
Up to 3 credits may be taken from other approved graduate-level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.	

Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Graduate Certificate, Social Work Management

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Social Work Management will be able to:

- Demonstrate the role of leadership and decision making in social service organizations.
- Apply supervisory management skills at multiple levels within an organization.
- Integrate budget development and fiscal analysis into social services program planning.
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations.
- Design and implement financial resource development plans for social programs/social service agencies.

Admission Requirements

Applicants for the Graduate Certificate in Social Work Management must:

- 4.1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
- 5.2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
- 6.3. Provide a written summary of social work practice experience and career goals.

Curriculum Requirements

Total = 15 credits

SWK A624	Organizational Practice	3
SWK A654	Supervisory Management in	
	Social Work	3
SWK A659	Leadership and Decision Making	
	in Social Work	3
SWK A660	Financial Leadership for	
	Social Work Administrators	3
SWK A661	Marketing in the Social Sector	3
SWK A662	Financial Resource Development for	
	Social Services	3

Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

FACULTY

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