

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: SOCW 748 Psychopathology in Social Work Practice **or Degree Plan(s):**

Rationale: We propose a name change to *Clinical Assessment and Differential Diagnosis* as well as adjustments to terms offered catalog description and course content/outcomes.

The social work profession deems “psychopathology” to be an antiquated term that does not promote a strengths-based perspective. The new name aligns more with how other social work programs have shifted away from problem-focused terminology.

Additionally, the current catalog description is not an accurate representation of the skills covered in the course and cites an older version of the DSM. We propose providing a broader title for the DSM Manual which will keep us from requesting catalog changes every time the manual is updated.

Outcomes also need to be updated based on recent changes to Council on Social Work Education (CSWE) accreditation standards.

Based on student requests, we need to offer more summer course offerings and this course provides relevant content to cover early in the advanced level curriculum.

Old Catalog Description: This course is designed to prepare social workers to engage, assess, and intervene within the scope of mental health practice. Through critical examination of the Diagnostic and Statistical Manual of Mental Disorders (5th Ed.; DSM-5), learners develop skills essential for ethical and competent assessment, diagnosis, and intervention.

New Catalog Description: Using a culturally sensitive and anti-oppressive lens, students will build knowledge of major mental disorders through diagnostic classification, criteria, and etiologies. This course aims to develop the student’s clinical assessment skills by applying the Diagnostic and Statistical Manual of Mental Disorders in a mental and behavioral health context.

Old Outcomes:

Competency 1: Demonstrate Ethical and Professional Behavior

- Writing or behavior displays acceptance of the values of service, social justice, dignity and worth of the individual, integrity, importance of interpersonal relationships, and competence
- Demonstrates ability to use reflection to process ways in which personal values might influence ethical choices

Competency 2: Engage Diversity and Difference in Practice

- Expresses appreciation for diverse cultures, thoughts, or experiences.
- Expresses the importance of diverse cultures, thoughts, or experiences.
- Describes their ability to remain functional despite experiencing discomfort
- Describes or displays ability to remain reflective in the midst of experiencing practice-related discomfort due to work with dissimilar client(s).

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Demonstrates understanding that engagement is an ongoing component of social work practice

- Skillfully applies theories of human behavior in the social environment to engage with client systems
- Can describe how personal reactions to client behaviors, traits, or circumstances can affect engagement with the client
- Demonstrates appreciation for principles of relationship building

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Demonstrates ability to accurately assess individuals, groups, organizations or communities
- Demonstrates capacity to make evidence-informed recommendations for assessment tools or strategies for assessing individuals, families, communities, or larger systems.
- Demonstrates capacity to make evidence-informed recommendations about reliable and valid assessment tools or strategies
- Demonstrates ability to use theory to formulate hypotheses that guide assessment decisions
- Demonstrates ability to critically evaluate assessment literature and make informed decisions about assessment methods or assessment instrument choices
- Shows ability to identify ways in which structural issues may confound validity of assessment
- Shows ability to account for the contribution systemic issues may have on assessment conclusions (e.g., diagnosis, causes of behavior, or problems)

New Outcomes:

Program Learning Outcomes <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D5. Employ participatory and empowerment practices with clients and constituencies to ensure the rights and dignity of the most marginalized and racialized are prioritized.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	C6.D1. Engage diverse clients and constituencies through self-reflection of bias, power, and privilege and increase a more authentic and comprehensive connection.
	C6.D2. Use a range of theories and frameworks to inform the engagement processes and are capable of synthesizing a range of practice modalities to arrive at the most culturally responsive and anti-oppressive practice within encountered systems.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	C7.D1. Evaluate and recommend relevant tools and strategies for assessing a variety of client systems with individuals, families, groups, organizations, and communities
	C7.D3. Informed by person-in-environment theory, human-behavior theory, and strengths-based theory within an interprofessional collaborative process to inform and direct decision-making.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	C8.D1. Model effective intervention skills and critically interpret theoretical frameworks that inform interventions with individuals, groups, organizations, and communities.
	C8.D2. Integrate culturally responsive and anti-oppressive interventions with clients and constituencies and participate in interprofessional collaboration to both achieve client goals and facilitate effective transitions and endings.

Old Terms Offered: Fall

New Terms Offered: Summer, Fall

	Campus-Level Academic Review ¹	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs

must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)	
<i>Rachel Slaymaker</i>	04/05/2024
Chair Signature	Date
Chair/Program Director Signature	Date
College Academic Council(s)	
<i>Heila Jones</i>	Apr 18, 2024
Chair Signature	Date
Chair Signature	Date
Dean(s)	
<i>[Signature]</i>	Apr 24, 2024
Signature	Date
Signature	Date
Teacher Education Council	
Signature	Date
Campus Academic Council: Abilene Undergraduate or Abilene Graduate	
Signature	Date
Provost	
Signature	Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date
