

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 651 Foundations of Evidence-Based Social Work Practice I **or Degree Plan(s):**

Rationale: The MSSW faculty identified the need to tweak the current course based on new secondary accreditation standards. There was also too much content to cover in the course, so we've spread content into a new second practice course (SOCW 653 Practice II: Intervention and Evaluation with Individuals and Groups). The course title, student learning outcomes, catalog description, and co-requisite requirements have been updated to reflect content more accurately.

New Course Title: SOCW 651 Practice I: Engagement & Assessment with Individuals & Groups

Current Corequisite: SOCW 681 Foundation Field Practicum I

New Corequisite: None

Current Catalog Description: Foundations of evidence-based practice with individuals, families, organizations and communities within a framework of core social work values and practice obligations. Situations are viewed from an ecological perspective, targeting for change all client and community systems that are contributing to client problems.

New Catalog Description: Students will explore practice behaviors associated with the engagement and assessment components of the planned change process within multi-level practice settings. This course focuses on foundational communication skills and assessment tools needed to apply with clients including individuals, families, and groups. Perspectives on equity, inclusivity, and belonging will be considered.

Current Outcomes:

- **Competency 1: Demonstrate Ethical and Professional Behavior.**
 - Demonstrate social work ethical conduct and decision-making in practice and research.
 - Demonstrate capacity to approach ethical issues with an awareness of and appreciation for multiple ethical frameworks (e.g., inter-professional contexts).
 - Consistently model conscious use of self, self-reflection, self-monitoring, and self-correction in practice.
 - Demonstrate an internalized value base that is consistent with the core values of the social work profession.
- **Competency 2: Engage Diversity and Difference in Practice**
 - Critically appraise, synthesize, and apply human behavior and social theories to adapt interventions in culturally responsive ways.
 - Demonstrate emerging leadership that challenges oppressive systems, promotes participation of diverse constituencies, and models anti-oppressive practices.
 - Advocate for the inclusion and promotion of participation on various levels with and for diverse populations.
 - Critically assess and navigate the influences of culture, privilege, and oppression on one's own personal and professional behavior.
- **Competency 4: Engage in Practice Informed Research and Research-Informed Practice**
 - Critically integrate scientific knowledge across practice levels.

- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
 - Consistently use appropriate interpersonal skills (e.g., empathy, unconditional positive regard, listening, connecting) to facilitate engagement at an affective level in multiple practice contexts.
 - Apply knowledge of a broad theory base in complex, dynamic social systems to engage with the client systems.
 - Facilitate engagement with multidisciplinary agents in complex social environments with individuals, families, groups, organizations, and communities, where discussions of matters concerning social workers and social work clients are concerned.
 - Engage diverse client systems through the conscious use of self to deepen the professional relationship and increase a more authentic and comprehensive connection.
 - Intentional about the use of theories and frameworks, engagement processes, and are capable of synthesizing a range of practice modalities to arrive at the most integrative culturally-responsive engagement approach for the practice context.

- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
 - Apply various theoretical frameworks for assessing the client's systems that are relevant for practice decisions.
 - Critically evaluate assessment tools (e.g., reliability, validity, specificity, etc.).
 - Demonstrate leadership in creating a comprehensive assessment framework in an interdisciplinary team context.
 - Assess individuals, groups, organizations, and communities.
 - Capacity to evaluate and recommend multi-level tools and strategies for assessing a variety of client systems.
 - Formulate hypotheses for assessment grounded in human-behavior theory and contemporary assessment literature to inform and direct decision-making among standardized assessment tools.

- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
 - Identify up-to-date evidence-based practices, critically appraise their relevance, and select appraised interventions across client system types.
 - Balance practice wisdom with existing research, client preferences, values, and available resources to implement interventions with the highest probability of success.
 - Draw on multi-level interventions and implementation strategies, consider the implications of intersectionality and cultural implications when selecting the best path forward in their work with individuals, families, groups, organizations, and communities.
 - Model effective intervention skills, critically interpret theoretical frameworks that inform interventions, and integrate evidence-based intervention practices that enhance and restore well-being across client systems.

- **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
 - Critically appraise and choose the most reliable, valid, and appropriate outcome measures available (e.g., cost, length, readability, etc.) to evaluate interventions.
 - Lead in the negotiation and design of evaluation of practice at the agency level.
 - Evaluate intervention outcomes with appropriate and rigorous methods.
 - Make meaningful and feasible recommendations for applying evaluation findings in personal and agency practice.
 - Model professional evaluative practices, critically interpret results, and identify appropriate outcomes to guide decision-making.

New Outcomes:

Program Learning Outcomes (Competency)	Student Learning Outcomes (Competency Descriptors)	Dimension (K/V/S/CAP)	Measurement (Assignment)
Competency 1: Demonstrate ethical and professional behavior	C1.D2. Understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.	K/V/S/CAP	ADEI Case Study
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D2. Understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.	K/V/S/CAP	ADEI Case Study
	C3.D3. Understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.	K/V/S/CAP	ADEI Case Study
	C3.D6. Understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	K/V/S/CAP	ADEI Case Study
Competency 6: Engage with individuals, families, groups, organizations, and communities	C6. D1. Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.	K/S/CAP	Process Recording Skills Video & Self-Analysis
	C6. D2. Value the importance of human relationships.	K/V	SMART Goal Setting
	C6. D3. Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities	K/S	Group Simulation
	C6.D4. Are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.	V/CAP	Skills video & Self-Analysis
Competency 7: Assess individuals, families, groups, organizations, and communities	C7. D1. Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.	K/S/CAP	Biosychosocial Assessment
	C7. D2. Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge	K/S/CAP	SMART Goal Setting

	in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.		
	C7. D3. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.	K/S/CAP	Group simulation
	C7. D5. Are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	K/V/S/CAP	Process Recording

	Campus-Level Academic Review ¹	D e p t. / S c h o o l	C o l l e g e	D e a n	T E C	A U A C / G r a d	P r o v o s t
	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
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	Full Review	De pt. /Sc hool	Col leg e	De an	TE C	AU AC /Gr ad	Pro vos t	Ca mp us Fac ult y	Sen ior VP AA	Pre sid ent
	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)	De pt. /Sch ool	Col leg e	Dea n	AU AC	Pro vos t	UG EC	Uni ver sity Fac ulty	Sen ior VP AA	Pre sid ent
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)



11/11/24

Chair Signature

Date



11/11/24

Chair/Program Director Signature

Date



College Academic Council(s)

12/02/2024

Chair Signature

Date

Chair Signature

Date



Dean(s)

12/03/2024

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
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Dallas Faculty Council Chair signature	Date
Senior Vice President for Academic Affairs	

Signature	Date
President	

Signature	Date
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