

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 751 Advanced Evidence-Based Practice Interventions 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 753 Advanced Generalist Practice II: Families and Groups). The course title, student learning outcomes, catalogue description, and pre- and co-requisite requirements have been updated to reflect content more accurately.

New Course Title: SOCW 751 Advanced Generalist Practice I: Individuals

Current Corequisite: SOCW 781 Advanced Social Work Field Practicum I

New Corequisite: None

Current Prerequisite: SOCW 651 and SOCW 652

New Prerequisite: None

Current Catalog Description: This course emphasizes development of advanced social work practice competencies within the advanced generalist framework. Specific advanced generalist competencies addressed in this course include: ethical reasoning and ethical decision making; using existing practice-related research evidence to facilitate practice decisions; use of a common factors model to engage, assess, and intervene at multiple levels of client systems; and critical self-evaluation of practice-related skills and abilities.

New Catalog Description: Students will explore advanced level engagement, assessment, and intervention skills when working with individuals. Using an advanced generalist framework, the course addresses clinical components of interviewing, assessment, treatment planning, and therapeutic interventions. Cultural humility and anti-oppressive practice perspectives will also be considered.

Current Outcomes:

A student who successfully completes this course will be able to:

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 corevalues 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 <i>(Adv Competency)</i>	Student Learning Outcomes <i>(Advanced Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Adv Competency 1: Demonstrate ethical and professional behavior	C1.D2. Take consistent measures demonstrating that self-care is necessary for ethical and competent practice.	Critical Analysis Papers
	C1.D5. Participate in ongoing skills development to ensure relevant and effective practice.	Critical Analysis Papers
Adv 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.	ADEI Case Studies Treatment Plan
Adv Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D1. Possess a nuanced and expansive understanding of how oppression influences the lived experiences of marginalized and racialized people and across the individual, family, group, organizational, and community system levels.	ADEI Case Studies
	C3.D3. Are highly attuned to the complex intersections of diversity and educate on dimensions 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.	Treatment Plan Clinical Skills & Assessment Video w/ Self-Analysis*
Adv 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.	ADEI Case Studies Clinical Skills & Assessment Video w/ Self-Analysis*
	C6.D2. Are intentional about using a range of theories and frameworks to inform the engagement processes and can synthesize a range of practice modalities to arrive at the most culturally responsive and anti-oppressive practice within encountered systems.	ADEI Case Studies Clinical Skills & Assessment Video w/ Self-Analysis*
Adv Competency 7: Assess individuals, families, groups, organizations, and communities	C7.D1. Have the capacity to evaluate and recommend relevant tools and strategies for assessing a variety of client systems with individuals, families, groups, organizations, and communities.	Critical Analysis Papers Therapeutic Intervention Presentation
	C7.D2. Use critically-reflective and self-regulatory processes to mitigate personal biases and identify structural issues that may influence accuracy of assessment decision making.	Clinical Skills & Assessment Video w/ Self-Analysis*
Adv Competency 8: Intervene with individuals, families,	C8.D1. Model effective intervention skills and critically interpret theoretical frameworks that inform interventions with individuals, groups, organizations, and communities	Therapeutic Intervention Presentation

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.	ADEI Case Studies Therapeutic Intervention Presentation
--	---	--

	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 ²³	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)



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

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date
