

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 782 Advanced Social Work Field Practicum II or Degree Plan(s):

Rationale: The MSSW faculty identified the need to tweak the current course based on new secondary accreditation standards. The profession is also moving away from the term "field" when identifying clinical practicum work. The course title, student learning outcomes, catalog description have been updated to reflect content more accurately. Additionally, we reduced the credit hours to decrease the overall number of hours within the degree plan. The current 64-hour degree plan of credit hours is more than competitive schools, which impacts recruitment.

New Course Title: SOCW 782 Advanced Practicum II

Current Credit Hours: 4

New Credit Hours: 3

Prerequisite: SOCW 781 (no change)

Current Corequisite: SOCW 752 and SOCW 799

New Corequisite: None

Current Catalog Description: Continued experience in a social service agency applying evidence-based practice principles and working with client systems on all levels as an advanced social work practitioner. Students complete 250 clock hours under the supervision of an agency-based instructor. Course fee.

New Catalog Description: Students will gain continued experience in an agency applying knowledge, theory, and practice skills while developing competencies as an advanced generalist practitioner. Students complete 250 clock hours under the supervision of an agency-based supervisor and actively participate in a course facilitated by a faculty member. Course Fee.

Current Outcomes:

To demonstrate that you have mastered the goals of this course you are expected to complete the following behavioral indicator outcomes/competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers with an evidence-based perspective:

- 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.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers with an evidence-based perspective:

- 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 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers with an evidence-based perspective:

- Identify and critically appraise empirical research relevant to a practice context.
- Advocate for the creation of social policies that ensure equitable access to services and resources, and promotes dignity and human rights of all people.
- Effectively communicates with diverse constituencies in order to promote sustainable interventions that increase social work's justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Advanced generalist social workers with an evidence-based perspective:

- Identify and critically appraise empirical quantitative and qualitative research relevant to the practice context.
- Conduct and translate research evidence to inform and provide leadership in adapting interventions to improve practice, policy, and service delivery.
- Advocate for evidence-based and informed practice strategies and policies.

Competency 5: Engage in Policy Practice

Advanced generalist social workers with an evidence-based perspective:

- Participate in and contribute to the development of complex social policy practices at various levels and in multiple practice contexts.
- Identify and assess agency and societal policies that advance human rights and social justice.
- Provide leadership and consultation during policy development activities and are advocates for empirically sound principles drawn from multiple policy analysis frameworks, research and practice wisdom.

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

Advanced generalist social workers with an evidence-based perspective:

- 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.

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

Advanced generalist social workers with an evidence-based perspective:

- 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.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers with an evidence-based perspective:

- 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.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers with an evidence-based perspective:

- 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.

New Outcomes:

Program Learning Outcomes	Student Learning Outcomes	Measurement (Assignment)
Advanced Competency 1: Demonstrate Ethical and professional behavior	C1.D2. Advanced generalist social workers take consistent measures demonstrating that self-care is necessary for ethical and competent practice.	Self- Care Plan
	C1.D5. Advanced generalist social workers participate in ongoing skills development to ensure relevant and effective practice.	Process Recording
	C1.D6. Advanced generalist social workers address the ethical use and development of technology in practice.	Portfolio Presentation
Advanced Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	C2.D2. Advanced generalist social workers promote a society where all individuals experience physical and psychological safety and security.	Cumulative Process Portfolio
	C2.D3. Advanced generalist social workers advocate for the eradication of a systemic barrier across all system levels within a practice context.	Policy Day Participation (?)
Advanced Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	C3.D4. Have a robust awareness of the historical and societal origins of social, economic, political, racial, technological, and cultural injustices and are well-versed in recognizing various forms and mechanisms of oppression and discrimination.	Cumulative Process Portfolio

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)

	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
	12/03/2024
Signature	Date

Dean(s)

Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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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