

Abilene Approval Chart for Curriculum Changes

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

Course Number: SOCW 481 Field Practicum II

or Degree Plan(s):

Rationale: We request to change the course name to *Social Work Practicum II*. Removing "field" from the course title aligns more with how other social work programs have shifted away from this terminology. The catalog description and SLOs are being changed to align with new accreditation standards.

Also, this course was approved to be a variable-hour course (4 or 5) temporarily to account for a transition phase when we changed the degree plan in 2022-23. All students who needed the variable hour option have matriculated through. Therefore, we request the credit hours be changed from variable to 4 hours. Although this does not appear in the catalog, it is still in Banner. See catalog track changes:

SOCW 481 - ~~Field~~ **Social Work Practicum II**

Lecture Hours: 1

Lab Hours: 3

Credit Hours: **4**

Terms Offered: Spring

Students will gain continued experience in an agency applying generalist knowledge, theory, and practice skills while developing competencies as a beginning-level practitioner. Students complete 200 clock hours under the supervision of an agency-based supervisor while actively participating in an academic course. Prerequisite: SOCW 479. Corequisite: SOCW 491.

Continued experience in the same social service agency applying knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 200 clock hours under the supervision of an agency based field instructor and attend a field seminar class weekly. This course is available for variable credit. Please see your advisor for more information. Prerequisite: SOCW 381. Corequisite: SOCW 416. A capstone course. Course fee.

Current SLOs:

1. Demonstrate familiarity with the diversity of social work practice roles and functions, the principles of multiple accountability, the application of professional values in the practice setting, and compare and contrast personal values with social work values and ethical standards.
2. EPAS Competency 1: Demonstrate ethical and professional behavior. Related Assignments: Faith and Practice Case Study, Case Presentation for Collegial Consultation
3. Examine practice dilemmas that may affect or impede service created by the interplay of personal and professional values and ethics as encompassed in the NASW Code of Ethics.
4. EPAS Competency 1: Demonstrate ethical and professional behavior. Related Assignments: Faith and Practice Case Study, Case Presentation for Collegial Consultation
5. Individualize people with respect to race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical or mental ability, age, national origin, or other issues related to diversity and apply knowledge and skills differentially.
6. EPAS Competency 2: Engage diversity and difference in practice. Related assignments: Faith and Practice Case Study

7. Utilize principles of effective communication and demonstrate familiarity with organizational arrangements and community resources to promote social and economic justice, alleviate critical social problems, and enhance human well-being with diverse and vulnerable populations represented in the service organization.
8. EPAS Competency 3: Advance human rights and social, economic and environmental justice. Related assignments: Faith and Practice Case Study, Case Presentation for Collegial Consultation
9. Identify and use principles of an evidence-based practice approach to problem solving.
10. EPAS Competency 4: Engage in practice-informed research and research-informed practice. Related assignments: Case Presentation for Collegial Consultation
11. Recognize and demonstrate understanding of the intersection between practice wisdom, evidence-based practice, organizational effectiveness, and applicable policy implications.
12. EPAS Competency 5: Engage in policy practice. Related assignments: Case Presentation for Collegial Consultation
13. Demonstrate familiarity with theoretical concepts of human development and human behavior and how these can apply to client systems and organizations included in the practicum to enhance human well-being in the social environment.
14. EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Related assignments: Case Presentation for Collegial Consultation
15. Identify issues, problems, needs, resources, and assets, through engagement with clients in an appropriate working relationship, assessment, mutual goal formulation, intervention, planning, implementation, and evaluation.
16. EPAS Competency 7: Assess Individuals, Families, Groups, Organizations and Communities; EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; EPAS Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Related assignments: Case Presentation for Collegial Consultation
17. Observe and discuss how spirituality is incorporated or not in the practice setting and the benefits/obstacles of integrating one's own spirituality in the practice setting.
18. EPAS Competency 1.C: Manage personal religious convictions while not imposing them (conviction without imposition). Related assignments: Faith and Practice Case Study

Proposed SLOs:

Primary Program Learning Outcome(s) <i>(Competency)</i>	Student Learning Outcomes <i>(Competency Descriptors)</i>	Measurement <i>(Assignment)</i>
Competencies 1-9	All Behavioral Indicators	Final Field Evaluation
Competency 1: Demonstrate Ethical and Professional Behavior	Understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.	ALG Client Case Study
	Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	ALG Client Case Study
	Understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.	ALG Client Case Study

	Take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.	ALG
	Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.	ALG
	Understand digital technology and the ethical use of technology in social work practice.	ALG
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Understand that every person regardless of position in society has fundamental human rights.	Faith and Practice Case Study
	Advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.	Faith and Practice Case Study

	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

	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 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)	De pt. /Sch ool	Col leg e	Dea n	AU AC	Pro vos t	UG EC	Uni ver sity Fac ult y	Se ni or 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)



02/14/25

Chair Signature

Date



02/14/25

Program Director Signature

Date

College Academic Council(s)



03/07/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



03/10/2025

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
