# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SWRK 464: SENIOR SEMINAR AND PRACTICUM IN SOCIAL WORK ii** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **School of Social Work** | | | |  |
| A.2. [Proposal type](#type) | **Course: | revision |** | | | |  |
| A.3. [Originator](#Originator) | **Stefan Battle** | [Home department](#home_dept) | **BSW Department** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | We are proposing the revision of SWRK 464 (Spring), the seminar that accompanies a spring semester internship placement. Currently, the course is designed to have a three-hour seminar class each week to discuss practicum related issues.  The Council on Social Work Accreditation (CSWE) revised its standards in 2022. The BSW and MSW programs are initiating curriculum revisions based on the new standards. CSWE permits BSW graduates to earn their MSW degree in one year (by skipping the first year of the MSW program). To facilitate this transition, both program faculty are working to align the BSW senior year curriculum with the MSW first year courses.  The current course revision is to redesign the seminar and practicum coursework for the BSW and this will affect the Accelerated BSW to MSW as they take these same undergraduate courses. Currently we have TWO courses in the Spring – one for practicum hours (SWRK 437: Advanced Fieldwork – 4 credits) and one for the seminar class work (SWRK 464: Senior Seminar II – 3 credits). The BSW program is proposing that the practicum hours and classwork be integrated into ONE course, revising SWRK 464 with a new title and description, and it will now be graded S/U. The course will be meet biweekly for two hours (from the current three hours per week), for the seminar portion and the rest of the time will be spent on practicum, thus we propose to increase the credits from three to five for students (and overall this is 2 less credits that the previous 3+4 model). This model aligns with our MSW program first year curriculum structure.  T The rationale to combine seminar and fieldwork is to provide flexibility for students to take electives, complete a minor or earn a certificate. The purpose in offering this menu of choices is to give a social work student the opportunity to increase their learning in non-social classes that have relevance to the field of social work (e.g.: education, sociology, public health). The opportunity for social work students to have a broader knowledge of the field with other combined discipline courses as a supplement could support their readiness. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | Students will have more flexibility for electives, certificates, or minor. This provides flexibility for students learning. | | | | |
| A.6. [Impact on other programs](#impact) | **These changes will also affect the Accelerated BSW to MSW program, and so we are also getting an acknowledgement signature from the Chair of the graduate committee (although the changes are to undergraduate courses)** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **none** | | | |
| [*Library*:](#library) | **none** | | | |
| [*Technology*](#technology) | **none** | | | |
| [*Facilities*](#facilities): | **none** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:\Users\Stefan\Downloads\transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **SWRK 464** | **SWRK 464** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Senior Seminar** | **Seminar and Practicum II** |
| B.4. [Course description](#description) | **Policy and practice issues are explored in depth. Students build an integrated base of knowledge, values, and skills for entry into the social work profession.** | **Students will discuss their practicum experiences to build an integrated base of knowledge, values, and skills for entry into the social work profession. 16-18 contact hours.** |
| B.5. [Prerequisite(s)](#prereqs) | **Prerequisite: SWRK 301, SWRK 426, SWRK 436, SWRK 463, and concurrent enrollment in SWRK 437.** | **Prerequisite: SWRK 426 or SWRK 432; and SWRK 463.** |
| B.6. [Offered](#Offered) | **Spring |** | **Spring |** |
| B.7. [Contact hours](#contacthours) | **3** | **16-18 Hours** |
| B.8. [Credit hours](#credits) | **3** | **5** |
| B.9. [Justify differences if any](#differences) | The class meets for two hours every other week. additionally, Students are at their internship site for 16 hours a week for the semester. Faculty are ALSO REQUIRED to visit students at their practicum sites once in the semester. | |
| B.10. [Grading system](#grading) | **Letter grade |** | **|S/U** |
| B.11. [Instructional methods](#instr_methods) | **| Seminar |** | **Fieldwork | Practicum | Seminar | Small group |** |
| B.11.a [Delivery Method](#instr_methods) | **On campus |** | **On campus |** |
| B.12. CATEGORIES  12. a. [How](#required) to be used | **Required for major/minor |** | **Required for major/minor |** |
| 12 b. Is this an Honors  course? | **| NO** | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | **| NO**  **category:** | **NO** |
| 12. d. Writing in the  Discipline (WID) | **| NO** | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentation| Papers | Reports of outside supervisor | | Field Work |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **15** | **15** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row**   1. Refine their understanding and skills of generalist practice within their specified field placement; 2. Focus on increased self-awareness and reflection to develop use of self that is conducive to strengths-based social work practice, including analysis of interpersonal style, biases, strengths, and areas for development; 3. Enhance awareness and use of culturally humble and sensitive practice; 4. Recognize issues of oppression of diverse groups in the context of social and economic justice, and increase ability to use that knowledge in practice; 5. Explore issues of social, economic and environmental justice in social work practice, and apply these concepts to achieve systems changes that address these issues; 6. Develop competence in presenting practice for peer review and providing and receiving feedback to and from their peers; 7. Enhance their ability to explain the linkage between theory, scientific knowledge and their own work as social workers; 8. Identify issues of professional ethics, applying the professional the NASW Code of Ethics to the process of resolving ethical dilemmas; 9. Identify personal safety challenges that may arise in social work practice, and methods to address these; 10. Apply theory to practice in working with individuals, families, groups, organizations and communities; 11. Demonstrate skills in building professional relationships and conduct in the field placement setting; 12. Demonstrate skills in assessment, implementing evidence-based practice and intervention; 13. Demonstrate termination and transition skills; 14. Be an effective group member to colleagues within the seminar group. | [**Professional Org.Standard(s)**](#standards)**, if relevant**  Competency 1: Demonstrate ethical and professional behavior  Competency 1: Demonstrate ethical and professional behavior  Competency 3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice  Competency 3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice  Competency 2: Advance human rights and social, racial, economic, and environmental justice  Competency 1: Demonstrate ethical and professional behavior  Competency 4: Engage in practice-informed research and research-informed practice  Competency 1: Demonstrate ethical and professional behavior  Competency 1: Demonstrate ethical and professional behavior  Competency 6: Engage with individuals, families, groups, organizations, and communities  Competency 1: Demonstrate ethical and professional behavior  Competency 7: Assess individuals, families, groups, organizations, and communities  Competency 1: Demonstrate ethical and professional behavior  Competency 1: Demonstrate ethical and professional behavior | [**How will each outcome be measured**](#measured)**?**  The outcomes will be measured through the following assignments:   * Classroom discussions * Practice Reflections * Practice Recordings and presentations * Social Justice Practice Presentations |
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| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
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| * Session #1 : Fine tuning and enhancing your learning agenda for the spring semester * Revising and updating your field learning agenda for spring semester: * Adding and deleting specific learning activities. * Changing the structure and processes in supervision. * Focusing on the social work organizing project. * Session #2: Engagement and countertransference * Working in your field placement with clients who are reluctant to engage. * Working with clients who express anger towards you, or who present with feelings that trigger feelings in you. * Social Justice Practice Presentations * Session #3: A deeper dive into ethical issues in your field placement by reflecting on your experience in the field placement regarding * Transference and counter transference. * Boundaries and dual relationships. * Confidentiality, informed consent, conflicts of interest, documentation, agency policy, compliance with laws and regulations, whistle blowing, allocating limited resource. * Planning for next chapter. * Identifying and responding in your placement to opportunities to do case and class advocacy and to pursue social justice. * Social Justice Practice Presentations. * Session #4: Connecting micro, mezzo, macro issues in your field placement * Identifying the links among private self-reflections to public issues in your field placements. * Social Justice Practice Presentations. * Session #5: Issues, opportunities and complexities in the termination process * Identifying and addressing termination issues in your field placement. * Ways to manage the end of semester evaluation process in your field placement. * Social Justice Practice Presentations. * Session #6: Your emerging identity as a professional social worker * Thinking about your professional development mid-way through the BSW program: In what ways, if any, are you thinking differently about social work as a profession, your learning, your career path? In what ways have you changed and grown? What have you learned about yourself and the profession? * Social Justice Practice Presentations. * Session #7: Evaluating the field seminar and BSW senior year educational experience * Focus group identifying strengths, challenges and opportunities for development, based upon your experiences in the BSW program. * Social Justice Practice Presentations (if needed). |

## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Stefan Battle | Chair of BSW Department | Stefan Battle | 4/6/2023 |
| Jayashree Nimmagadda | Dean of School of Social Work | Jayashree Nimmagadda | 4/6/2023 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Leo Pinheiro | Chair, Graduate Curriculum Committee | Acknowledged via email | 4/29/2023 |
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