

**AGENDA**  
**Meeting of the Academic Affairs Committee**  
**Wednesday, March 16, 2016**  
**University Center, Room 213**

**Committee Membership**

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Justice Beverly (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear ( Provost and VC for Academic Affairs)
David Nikkel (Senator)	

- I. Call to Order
- II. February 17, 2016 Meeting ([Appendix A](#))
- III. Approval of the Agenda
- IV. Report from the Chair
- V. Reports from Subcommittees

A. **Curriculum:** Jaime Martinez, Chair

***a)* Actions Requiring only AA Chair Signature ([Appendix B](#))**

**5. Proposal from the Department of Mass Communication** (see [Appendix B](#))

**5.1 Course Proposal:** revise prerequisite for PRE 4070 Public Relations Media (see [Appendix B](#) for details)

**5.1 approved 12-0-0**

**7. Proposals from the Honors College**

**7.2 Course Proposal:** Revise description of HON 2750(see [Appendix B](#))

**7.2 approved 12-0-0**

**9. Proposals from the Department of Accounting and Finance** (see [Appendix B](#))

**9.2 Program Proposal:** move ACC 4130 and BLAW 3180 from General Business Requirement to Accounting Requirements in program description

**9.2 approved 12-0-0**

**12. Proposals from the Department of Political Science and Public**

**Administration** (see [Appendix B](#))

**12.1 Course Proposal:** change course number and prerequisites for PAD 2100 (becomes PAD 3100)

**12.2 Course Proposal:** change course number and prerequisites for PAD 2190 (becomes PAD 3190)

**12.3 Course Proposal:** revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010

**12.4 Course Proposal:** revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010

**12.5 Course Proposal:** remove prerequisites for PLS 2150

- 12.6 Course Proposal:** delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520
- 12.7 Course Proposal:** revise prerequisites for PLS 3010, 3040, and 3060
- 12.8 Course Proposal:** revise prerequisites for PLS 3600
- 12.9 Course Proposal:** revise prerequisites for PAD 3440
- 12.10 Course Proposal:** revise prerequisites for PAD 3600
- 12.11 Course Proposal:** revise prerequisites for PAD 3640
- 12.12 Course Proposal:** revise prerequisites for PAD 3980 and 3990
- 12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD 5000 (pending approval from Graduate Council)
- 12.14 Course Proposal:** revise prerequisites for undergraduate sections of PAD 4550/5550 and 4770/5770
- 12.15 Course Proposal:** revise title of PLS 4510
- 12.1-12.15 approved 12-0-0**

### **13. Proposals from the Department of Art** (see [Appendix B](#))

- 13.1 Course Proposal:** delete ART 4070 and 4080
- 13.2 Course Proposal:** revise prerequisites for ART 4000
- 13.3 Program Proposal:** remove references to nonexistent courses from description of Minor in Art History
- 13.1-13.3 approved 12-0-0**

### **14. Proposals from the Department of Social Work** (see [Appendix B](#))

- 14.1 Course Proposal:** revise course description for SWK 2000
- 14.2 Course Proposal:** revise course description and prerequisites for SWK 2450
- 14.3 Course Proposal:** revise course description and prerequisites for SWK 3450
- 14.4 Course Proposal:** revise course description and prerequisites for SWK 3480
- 14.5 Course Proposal:** revise course description and prerequisites for SWK 3800
- 14.6 Course Proposal:** revise course description and prerequisites for SWK 3850
- 14.7 Course Proposal:** revise course description and prerequisites for SWK 3910
- 14.8 Course Proposal:** revise course description and prerequisites for SWK 4450
- 14.9 Course Proposal:** revise prerequisites for SWK 4800
- 14.10 Course Proposal:** revise prerequisites for SWK 4900
- 14.11 Course Proposal:** revise prerequisites for SWK 4910
- 14.1-14.11 approved 12-0-0**

***b)* Actions Requiring AA Approval Only** (see [Appendix C](#)) for proposal detail)

### **4. Proposals from the Department of Philosophy and Religion**

- 4.1 Course Proposal:** Create REL 4270 Sects, "Cults," and New Religions (see ([Appendix C](#)) for proposal detail)
- 4.1-approved 12-0-0**

### **10. Proposal from the Department of Management, Marketing, and International Business** (see ([Appendix C](#)))

- 10.1 Course Proposal:** Create MKT 4400 Social Media Marketing
- 10.1 approved 12-0-0**

## **14. Proposals from the Department of Social Work**(see [Appendix C](#))

**14.12 Course Proposal:** create SWK 5010: Foundation Field I External Supervision

**14.13 Course Proposal:** create SWK 5020: Foundation Field II External Supervision

**14.14 Course Proposal:** create SWK 5030: Concentration Field I External Supervision

**14.15 Course Proposal:** create SWK 5040: Concentration Field II External Supervision

**14.16 Course Proposal:** create SWK 6700: Integrated Health Policy and Services

**14.17 Course Proposal:** create SWK 6800: International Social Work and Social Development

**14.12-14.17 approved 12-0-0**

### ***c)*** *Actions Requiring AA Approval and to be sent to Senate* (see [Appendix D](#))

## **4. Proposals from the Department of Philosophy and Religion**

**4.2 Program Proposal:** Add REL 4270 to list of options and clarify course requirements & GPA calculation for the B.A. in Philosophy and Religion(see [Appendix D](#) for details)

**4.3 Program Proposal:** Delete HST/HSTS elective options from Minor in Jewish Studies(see [Appendix D](#) for details)

**4.2-4.3 approved 12-0-0**

## **6. Proposal from the Department of English, Theatre, and Foreign Languages** (see [Appendix D](#))

**6.1 Program Proposal:** Create two tracks within the B.A. in English (Literary Studies and Professional Writing), remove SPE 2000 from core program requirements, and add ENGS 4xxx to elective options

(see [Appendix D](#) for details)

**6.1 approved 12-0-0**

## **8. Proposals from the Department of History** (see [Appendix D](#))

**8.1 Program Proposal:** add elective options to distribution areas for B.A. in History

**8.2 Program Proposal:** remove 2 credits of general university electives from B.A. in History with Social Studies Education, reducing total number of hours to degree from 128 to 126

**8.1-8.2 approved 12-0-0**

## **9. Proposals from the Department of Accounting and Finance** (see [Appendix D](#))

**9.1 Program Proposal:** add PHI 2040 to requirements for B.A. in Accounting

**9.1 approved 12-0-0**

## **12. Proposals from the Department of Political Science and Public Administration**(see [Appendix D](#))

**12.16 Program Proposal:** revise options in Core, International Studies track, and Public Policy and Administration track for B.S. in Political Science

**12.17 Program Proposal:** revise Academic Concentration in Political Science

**12.18 Program Proposal:** revise Minor in Political Science

**12.19 Program Proposal:** revise Minor in Public Administration

**12.16-12.19 approved 12-0-0**

## **13. Proposals from the Department of Art** (see [Appendix D](#))

**13.4 Program Proposal:** revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)

**13.5 Program Proposal:** delete B.A. in Art Education degree program

**13.4-13.5 approved 12-0-0**

**14. Proposals from the Department of Social Work**(see [Appendix D](#))

**14.18 Program Proposal:** expand elective options for Minor in Social Welfare

**14.19 Program Proposal:** add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for Master of Social Work

**14.20 Program Proposal:** add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social Work—Advanced Standing

**14.18-14.20 approved 12-0-0**

B. **Enrollment Management:** Emily Neff-Sharum, Chair

C. **General Education:** Abigail Mann, Chair

D. **Academic Support Services:** Robert Arndt, Chair

- VI. Old Business.
- VII. New Business
- VIII. Announcements
- IX. Adjournment

**DRAFT MINUTES**  
**Meeting of the Academic Affairs Committee**  
**Wednesday, February 17, 2016**  
**University Center, Room 233**

**Committee Membership**

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Beverly Justice (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear ( Provost and VC for Academic Affairs)
David Nikkel (Senator)	

*Not present: Beverly Justice, Rick Crandall, Jonathan Maisonpierre, Patricia Sellers*

- X. Call to Order @ 3:31 PM
- XI. Approval of the Minutes of the January 20, 2016 Meeting  
*Approved with change in enrollment projection from 8100 to 6100.*
- XII. Approval of the Agenda  
Approved 9-0-0
- XIII. Report from the Chair  
None
- XIV. Reports from Subcommittees
  - E. **Curriculum:** Jaime Martinez, Chair

***a) Actions Requiring only AA Chair Signature***

**4. Proposals from the Department of English, Theatre, and Foreign Languages**

**4.2 Program Proposal:** Add SPN 3720 to the elective options in B.A. in Spanish, B.A. in Spanish with Teacher Licensure (K-12), Academic Concentration in Spanish, and Minor in Spanish

**7. Proposals from the Department of Educational Leadership and Counseling**

**7.1 Course Proposal:** Revise prerequisites and description for CNS 5350 The Professional School Counselor

**7.2 Course Proposal:** Revise prerequisites and description for CNS 5450 The Clinical Mental Health Counselor

**7.3 Course Proposal:** Revise prerequisites and description for CNS 5600 Assessment Practices in Counseling

**7.4 Course Proposal:** Revise prerequisites and description for CNS 6100 Counseling Practicum

**7.5 Course Proposal:** Revise prerequisites and description for CNS 6120 Clinical Mental Health Counseling Internship

**7.6 Course Proposal:** Revise prerequisites and description for CNS 6130 School Counseling Internship

**7.13 Program Proposal:** Revise program description for M.A.Ed. in Clinical Mental Health Counseling to reflect new course prerequisites and remove student learning objectives from catalog

### ***b) Actions Requiring AA Approval Only***

#### **4. Proposals from the Department of English, Theatre, and Foreign Languages**

**4.1 Course Proposal:** Create SPN 3720 Spanish for Medical Professionals  
Approved 6-0-0

4.1 Proposal Approved 6-0-0

#### **5. Proposals from the Department of Social Work**

**5.1 Course Proposal:** Create SWK 4600 Social Justice and Practice Ethics

5.1 Proposal Approved 6-0-0

**5.2 Course Proposal:** Create SWK 4720 Social Work Practice with Individuals with Disabilities

5.2 Proposal Approved 6-0-0

#### **6. Proposals from the Department of Health, Physical Education, and Recreation**

**6.1 Course Proposal:** Create EXER 5120 Advanced Methodologies in Health/PE II

6.1 Proposal Approved 6-0-0

#### **7. Proposals from the Department of Educational Leadership and Counseling**

**7.7 Course Proposal:** Create CNS 5650 School Counselor as Leader, Advocate, and Consultant

7.7 Proposal Approved 6-0-0

**7.8 Course Proposal:** Create CNS 5750 College and Career Readiness

7.8 Proposal Approved 6-0-0

**7.9 Course Proposal:** Create CNS 5760 Legal Aspects of Educational Leadership and Cross-List with EDNL 5860 Legal Aspects of Educational Leadership

7.9 Proposal Approved 6-0-0

**7.10 Course Proposal:** Create CNS 5770 Evidence-Based School Counseling

7.10 Proposal Approved 6-0-0

**7.11 Course Proposal:** Create CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

7.11 Proposal Approved 6-0-0

## ***c) Actions Requiring AA Approval and to be sent to Senate***

### **Proposals from the Department of Social Work**

**5.3 Program Proposal:** Revise requirements and elective options for Bachelor of Social Work program

5.3 Proposal Approved 6-0-0. Proposal will be forwarded to the Senate for their vote.

### **6. Proposals from the Department of Health, Physical Education, and Recreation**

**6.2 Program Proposal:** Revise course requirements for Master of Arts in Physical Education: Physical Education Licensure Concentration

6.2 Proposal Approved 6-0-0 . Proposal will be forwarded to the Senate for their vote.

**6.3 Program Proposal:** Revise course requirements for Master of Arts in Teaching with Health/Physical Education Specialization

6.3 Proposal Approved 6-0-0 . Proposal will be forwarded to the Senate for their vote.

### **Proposals from the Department of Educational Leadership and Counseling**

**7.12 Program Proposal:** Revise program requirements and elective courses for M.A.Ed. in Professional School Counseling, and also revise description to reflect new course prerequisites, student learning objectives, and program-specific admissions requirements

7.12 Proposal Approved 6-0-0 --*with the recommendation to distinguish between Specialty courses (which are required) and Elective courses (for which students have options), which now appear in the same list below the list of Core requirements.* " Corrections have been made- Proposal will be forwarded to the Senate for their vote.

F. **Enrollment Management:** Emily Neff-Sharum, Chair

### **Proposal: Military Student Success Policy**

From: Enrollment Management Subcommittee, Vote: 8-0 -0, Date of vote: 2/10/2016

G. **General Education:** Abigail Mann, Chair

H. **Academic Support Services:** Robert Arndt, Chair

1. The Academic Support Services Subcommittee passed the attached Resolution of support for the Library in the wake of budget cuts, and requested Academic Affairs discuss, vote, and if approved, forward to the Faculty Senate.

Approved 6-0-1

2. Academic Support Services Report for February

#### **DoIT**

The Safe Connect Guest network is up and running. This will allow visitors to the University access to the wireless network. Guests will receive a password which will give them access for 15 hours.

HEAT self service system is active. This replaces the old homegrown work order system.

The Helpdesk received 400 fewer calls this January than in 2015.

Mary Livermore Library

The Library is without an Instructional/Reference Librarian. Other librarians are assume part of the duties for this job. 30 instructional sessions were conducted in January. The Reference Desk coverage has been restructured due to lack of staff. The Library has received \$200,000 which will allow them to fund material requested.

The University's Space Allocation Committee toured the building on January 26<sup>th</sup>. This allowed them to see the challenges the Library has for housing the collections and providing study spaces.

#### Academic Support Center

The Tutoring program has 34 tutors. 501 unique students were scheduled in the fall (562 for fall 2014). Hawk Alerts had 1339 referrals (1103 students). Test performance and attendance were what the highest number of people were referred for.

STAR (Striving Towards Academic Recovery) program has 142 participants. These students are required to attend 5 of 7 workshops that will be offered.

#### Accessibility Resource Center

Approximately 600 students who qualified for accommodations and could implement them. 80 implemented accommodations for the fall. Proctored 15 exams. The staff participated in New Student Orientation.

The committee continues to work on the surveys which should be deployed to faculty, staff and students after spring break.

The Academic Support Services also passed a resolution of Library support and would like for this committee to approve it and pass it on the Faculty Senate.

- XV. Old Business None
- XVI. New Business None
- XVII. Announcements None
- XVIII. Adjournment @ 4:41PM

[BACK TO AGENDA](#)

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## Appendix B

### *Actions Requiring only AA Chair Signature*

#### **5. Proposal from the Department of Mass Communication**

**5.1 Course Proposal:** The department wishes to reinstate that MCM 2400 (Writing for the Media) is a prerequisite for PRE 4070 (Public Relations Media). Both courses are currently offered in the Department and required for the degree. No changes to either course are being requested other than making MCM 2400 a prerequisite for PRE 4070. MCM 2400 is an introductory writing course and PRE 4070 is an advanced writing course.

**Rationale:** The prerequisite was inadvertently deleted when JRN 3010 was eliminated as a prerequisite for PRE 4070. Because MCM 2400 had been a prerequisite for JRN 3010, so there was no need to specify that MCM 2400 was a prerequisite for PRE 4070. Now that JRN 3010 is no longer a prerequisite for PRE 4070, there is a need to specify that MCM 2400 is a prerequisite.



Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

PRE 4070 Public Relations Media

Hours: 3

Prerequisites: PRE 2200, [MCM 2400](#)

Required: yes (for public relations track)

Course description: Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, copy for video news releases, inverted and magazine forms of news writing, annual reports, and newsletters. Prerequisites: PRE 2200, [MCM 2400](#)

Course title: Public Relations Media

Code: LEC

## **7. Proposals from the Honors College**

**7.2 Course Proposal:** Revise description of HON 2750 The Individual in Society

**Rationale:** The current description is limiting. The proposed description allows for social sciences faculty to plan the course according to their specialties and interests.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

HON 2570 The Individual in Society

Hours: 3

Prerequisites: Honors College students only

Required: no

Course description: ~~Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course.~~ The study of human behavior from the perspective of psychology, sociology, or a related field. The course will introduce selected topics in the social sciences in a seminar format. Honors students receive General Education credit for a course in the Social Sciences Division.

Course title: Individual in Society

Code: SEM

## **9. Proposals from the Department of Accounting and Finance**

**9.2 Program Proposal:** move ACC 4130 and BLAW 3180 from General Business Requirement to Accounting Requirements in program description

**Rationale:** Accounting majors are required to have a 2.0 QPA in the Accounting Requirements in addition to a 2.0 QPA in the General Business Requirements and a 2.0 QPA overall. Moving these two

courses provides the students with two more courses to improve their Accounting Requirements average.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

### Catalog Entry:

Requirements for Bachelor of Science in Accounting

Freshman Seminar and General Education, including: MAT 1070 and 2150, 45  
Econ 2020 and 2030, PHI 2040

General Business Requirements 42 36

Bus 1000-1006, DSC 2090, 3180, ACC 2270, 2280, 4130

DSC 3130 3140, MGT 3030, 3060, MKT 3120, FIN 3100,

ECN 3010 or ECN/FIN 3040; MGT 4660; ~~BLAW 3180~~

Accounting Requirements 24 30

ACC 3210, 3220, 3310, 4130, 4170, 4180, 4210, 4500, 4580,

BLAW 3180

## 12. Proposals from the Department of Political Science and Public Administration

**12.1 Course Proposal:** change course number and prerequisites for PAD 2100 (becomes PAD 3100)

**Rationale:** Change course numbers of two courses to be 3000 level courses to better reflect their difficulty and their role in the newly re-designed public administration concentration. These courses are necessary courses for the concentration in public administration, but in order for the major to work with our foreseeable resources in a combined department, we need an integrated core. This means that courses in the concentration need to be offered at the 3000 level.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: Yes (BIS in Public and Non-Profit Administration—course number will also need to be changed in their program listing.)

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD ~~2100~~ 3100 Introduction to Public Administration

Hours: 3

Prerequisites: ~~PAD 1000~~ PLS 1010

Required: yes

Course description: An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. PREREQ: ~~PAD 1000~~. PLS 1010.

Course title: Intro to Public Administration

Code: LEC

**12.2 Course Proposal:** change course number and prerequisites for PAD 2190 (becomes PAD 3190)

Rationale: Change course numbers of two courses to be 3000 level courses to better reflect their difficulty and their role in the newly re-designed public administration concentration. These courses are

necessary courses for the concentration in public administration, but in order for the major to work with our foreseeable resources in a combined department, we need an integrated core. This means that courses in the concentration need to be offered at the 3000 level. We would like to keep the WE designation for this course despite the change in course number.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: yes

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD ~~2190~~ 3190 Public Policy and Analysis

Hours: 3

Prerequisites: ~~PAD-1000~~ PLS 1010

Required: yes

Course description: This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. PREREQ: ~~PAD-1000~~ PLS 1010.

Course title: Public Policy and Analysis

Code: LEC

**12.3 Course Proposal:** revise title, description, and prerequisite for PLS 2010; cross-list with PAD 2010

**Rationale:** We would like to streamline our offerings to create clear connections between similar public administration and political science courses so that they may be cross listed. All of these courses are introductory level courses that we hope to propose as additional general education courses in order to expose more students to our department. Removing the prerequisites will not have an impact on the quality of the courses as they are currently taught.

Dept vote: 10 for; 0 against; 3 abstain

Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)

Cross-Listing: yes (PAD/PLS 2010, so cross-listed within department)

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PLS 2010 American State & Local Government, Administration, & Policy

Hours: 3

Prerequisites: ~~PLS-1000 or 1010~~

Required: depends on concentration

Course description: An examination of the ~~setting~~, institutions, ~~administrative issues~~, politics, and ~~policy~~ ~~ies concerns~~ of state and local governments in the United States. PREREQ: ~~PLS-1000 or 1010~~. Cross-listed with PAD 2010.

Course title: Am State & Local Govt

Code: LEC

**12.4 Course Proposal:** revise title, description, and prerequisite for PAD 2010; cross-list with PLS 2010

**Rationale:** We would like to streamline our offerings to create clear connections between similar public administration and political science courses so that they may be cross listed. All of these courses are introductory level courses that we hope to propose as additional general education courses in order to

expose more students to our department. Removing the prerequisites will not have an impact on the quality of the courses as they are currently taught.

Dept vote: 10 for; 0 against; 3 abstain

Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)

Cross-Listing: yes (PAD/PLS 2010, so cross-listed within department)

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 2010 American State and Local Government, Administration, & Policy

Hours: 3

Prerequisites: PAD-1000

Required: depends on concentration

Course description: An examination of the institutions, administrative issues, politics, and policy concerns in American state and local government. Credit, 3 semester hours. PREREQ: PAD-1000. Cross-listed with PLS 2010.

Course title: Am State & Local Govt

Code: LEC

**12.5 Course Proposal:** remove prerequisites for PLS 2150

**Rationale:** We would like to streamline our offerings to create clear connections between similar public administration and political science courses so that they may be cross listed. All of these courses are introductory level courses that we hope to propose as additional general education courses in order to expose more students to our department. Removing the prerequisites will not have an impact on the quality of the courses as they are currently taught.

Dept vote: 10 for; 0 against; 3 abstain

Affect others: yes (BIS major in Public and Non-profit Administration uses this as an optional course)

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PLS 2150 North Carolina Politics and Government

Hours: 3

Prerequisites: PLS-1000 or 1010

Required: no

Course description: A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. PREREQ: PLS 1000 or 1010.

Course title: NC Politics and Govt

Code: LEC

**12.6 Course Proposal:** delete PAD 1000, 2330; PLS 2020, 2130, 3020, 3930, 4520

**Rationale:** These courses are no longer offered and there is no plan to offer them in the future. We are trying to clean up our catalogue offerings.

Dept vote: 10 for; 0 against; 3 abstain

COURSE DESCRIPTIONS:

~~PLS 2020. Local Government in the United States (3 credits) An examination of the setting, institutions, politics, and policies of local government in the United States. PREREQ: PLS 1000 or 1010.~~

~~PLS 3020. Administration of Municipal Government in the United States (3 credits) A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. PREREQ: PLS 1000 or 1010.~~

~~PLS 4520. Problems in American Foreign Policy (3 credits) A study of the major issues and problems in American foreign policy, including tradition and other constant factors of policy, with emphasis on the historical development of U.S. foreign policy in postWorld War II period. Areas covered may include: World War II and the origins of the Cold War; the development of the Cold War under Truman and Eisenhower; and the foreign policies of U.S. administrations from Kennedy to the present. PREREQ: PLS 1000 or 1010.~~

~~PLS 2130. Contemporary Political Ideologies (3 credits) A study of twentieth century ideologies, including liberalism, conservatism, Nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women's liberation, and the new left.~~

~~PLS 3930. Census Data for Social Sciences and Business (1 credit) An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. PREREQ: MAT 1050 or 1070 or permission of instructor.~~

~~PAD 1000. Current Policy Issues (3 credits) The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future.~~

~~PAD 2330. Introduction to Public Administration Methodology (4 credits) This course concerns basic concepts in public administration methodology and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Student must also enroll in the lab section for this course. PREREQ: PAD 1000.~~

**12.7 Course Proposal:** remove PLS 2330 from list of prerequisites for PLS 3010, 3040, and 3060

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PLS 3010 Political Parties and Interest Groups in the United States

Hours: 3

Prerequisites: PLS 1010 and 2330

Required: no

Course description: The history, development, organization, functions and purpose of parties and interest groups, and the role played by them in the policy-making and election of the government in the United States and other Western democracies. PREREQ: PLS 1010 ~~and 2330~~.

Course title: Pol Parties Interest Groups US

Code: LEC

PLS 3040 Legislative Process in the United States

Hours: 3

Prerequisites: PLS 1010 ~~and 2330~~

Required: no

Course description: A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and serve as a basis for analyzing the legislative process. PREREQ: PLS 1010 ~~and 2330~~.

Course title: Leg Process in US

Code: LEC

PLS 3060 The American Presidency

Hours: 3

Prerequisites: PLS 1010 ~~and 2330~~

Required: no

Course description: The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. PREREQ: PLS 1010 ~~and 2330~~.

Course title: American Presidency

Code: LEC

**12.8 Course Proposal:** revise prerequisites for PLS 3600

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PLS 3600 Introductory Internship in Political Science

Hours: 3

Prerequisites: PLS 1000 ~~or PLS 1010 and PLS 2330~~

Required: no

Course description: The acquisition of political and/or legal experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. PREREQ: PLS 1000 ~~or PLS 1010 and PLS 2330~~.

Course title: Intro Internship Pol Sci

Code: INT

**12.9 Course Proposal:** revise prerequisites for PAD 3440

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the

major without changing the nature of the courses. Changes to the prerequisites for the PAD courses reflect the deletion of PAD 1000.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 3440 Introduction to Budgeting and Financial Management

Hours: 3

Prerequisites: PAD ~~1000, 2100~~ PAD 2010 or PLS 2010 and PAD 3100

Required: depends on concentration

Course description: This course introduces students to budgeting and other aspects of financial management as applied in government and non-profit organizations. Topics covered include financial planning, implementation, and analysis. The purpose and process of public budgeting are also emphasized. PREREQ: PAD ~~1000, 2100~~ PAD 2010 or PLS 2010 and PAD 3100.

Course title: Intro Budgeting Fin Mgmt

Code: LEC

**12.10 Course Proposal:** revise prerequisites for PAD 3600

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses. Changes to the prerequisites for the PAD courses reflect the deletion of PAD 1000.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 3600 Introductory Internship in Public Administration

Hours: 3

Prerequisites: ~~PAD 1000~~ PAD 3100 and PLS 2330

Required: no

Course description: The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. PREREQ: ~~PAD 1000~~ PAD 3100 and PLS 2330.

Course title: Intro Internship Public Admin

Code: INT

**12.11 Course Proposal:** revise prerequisites for PAD 3640

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses. Changes to the prerequisites for the PAD courses reflect the deletion of PAD 1000.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 3640 Practicum in Public Administration

Hours: 6

Prerequisites: ~~PSPA 1000 or 1010~~ PAD 3100 and PLS 2330, and consent of instructor and department chair.

Required: no

Course description: Restriction: Open to majors in Political Science only. This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. PREREQ: ~~PSPA 1000 or 1010~~ PAD 3100 and PLS 2330, and consent of instructor and department chair.

Course title: Practicum Public Admin

Code: PRC

**12.12 Course Proposal:** replace PAD 1000 with PLS 1010 in prerequisites for PAD 3980 and 3990

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses. Changes to the prerequisites for the PAD courses reflect the deletion of PAD 1000.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 3980 Directed Research in Public Administration I

Hours: 1-3

Prerequisites: ~~PAD 1000~~ PLS 1010 and permission of instructor

Required: no

Course description: Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. PREREQ: ~~PAD 1000~~ PLS 1010 and permission of instructor.

Course title: Dir Research Public Admin

Code: IND

PAD 3990 Directed Research in Public Administration II

Hours: 1-3

Prerequisites: ~~PAD 1000~~ PLS 1010 and permission of instructor

Required: no

Course description: Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. PREREQ: ~~PAD 1000~~ PLS 1010 and permission of instructor.

Course title: Dir Research Public Admin 2

Code: IND



**12.13 Course Proposal:** revise prerequisites for PAD 4530, disconnect from PAD 5510, and link to PAD 5000 (Pending approval from Graduate Council)

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses. Changes to the prerequisites for the PAD courses reflect the deletion of PAD 1000.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: dual listing with graduate course

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 4530/~~5510~~5000 Advanced Public Administration

Hours: 3

Prerequisites: PAD ~~2100~~ 3100, PLS 2330

Required: no

Course description: Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. PREREQ: PAD ~~2100~~ 3100, PLS 2330.

Course title: Adv Public Admin

Code: LEC

**12.14 Course Proposal:** replace PAD 1000 with PLS 1010 in prerequisites for undergraduate sections of PAD 4550/5550 and 4770/5770

**Rationale:** These prerequisite changes better reflect the skills necessary for each course and allows many of our classes to be opened up to increase exposure of our department to students exploring the major without changing the nature of the courses. Changes to the prerequisites for the PAD courses reflect the deletion of PAD 1000.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PAD 4500/5500 Policy Studies

Hours: 3

Prerequisites: ~~PAD 1000~~ PLS 1010

Required: no

Course description: This course will examine the theories and concepts used in the study of public policy. Approaches to analyzing both process and outcomes will be discussed. Students will engage in the study of policy problems and the practical or applied implementation of policy analysis. PREREQ: ~~PAD 1000~~ PLS 1010.

Course title: Policy Studies

Code: LEC

PAD 4770/5770 Topics in Public Policy

Hours: 3

Prerequisites: ~~PAD 1000~~ PLS 1010

Required: no

Course description: This course will focus on a substantive policy issue area, focusing on policy and administrative issues surrounding the issue area. The specific policy will vary by semester. PREREQ: ~~PAD 1000~~ PLS 1010.

Course title: Topics in Public Policy

Code: LEC

**12.15 Course Proposal:** revise title of PLS 4510

**Rationale:** Name change corresponds to how the course is discussed by the department and simplifies the catalogue.

Dept vote: 11 for; 0 against; 2 abstain

Affect others: no

Cross-Listing: no

Additional Resources: no

Affects Articulation Agreement: no

Affects Degree Pathway: no

Affects CAA Degree Plan: no

COURSE DESCRIPTIONS:

PLS 4510. ~~Formulation and Conduct of~~ American Foreign Policy

Hours: 3

Prerequisites: PLS 1000 or 1010

Required: no

Course description: This course examines how United States foreign policy is both created and conducted. It characterizes American foreign policy in general, looks at how government institutions act and interact with one another on foreign policy issues, and discusses the position of the United States in world politics. The roles and interrelations of the executive, Congress, the departments of state and defense, the intelligence community, the media, and public opinion are areas that may be covered. PREREQ: PLS 1000 or 1010.

Course title: American Foreign Policy

Code: LEC

### **13. Proposals from the Department of Art**

**13.1 Course Proposal:** delete ART 4070 and 4080

**Rationale:** These courses have not been taught in over 10 years. Our NASAD accreditation requires that we remove courses not taught within 3 years.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

~~ART 4070/4080 Art Supervision~~

Course description: ~~Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing. Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. Credit, 3 semester hours.~~

~~Course title: Art Supervision~~

**13.2 Course Proposal:** Remove ART 3060 from the list of prerequisites for ART 4000

**Rationale:** ART 3060 does not exist

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

**COURSE DESCRIPTIONS:**

ART 4000 Art Education Curriculum

Hours: 3

Prerequisites: ART 3050, ~~ART 3060~~, ART 3080

Required: yes (already required for program)

Course description: This course focuses on the creative abilities of students in grades 7-12. The course will explore various processes and techniques appropriate for upper level students, different styles of learning (including those of students with special needs), and techniques of classroom maintenance and management. Credit, 3 semester hours.

Course title: Art Education Curriculum

Code: LEC

**13.3 Program Proposal:** From the Art History Minor, remove the note that says “ART 5050 and ART 5110 do not fulfill this requirement.” Retain “ART 2050 does not fulfill this requirement.”

**Rationale:** ART 5050 does not exist in the graduate catalog

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

[Catalog Entry](#): <click here

## **14. Proposals from the Department of Social Work**

**14.1 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 2000: Introduction to Social Work: 1) course description language, and 2) the addition of the wording, *Social work majors must complete this course with a minimum of grade C.*

**Rationale:** The course description changes are being made in order to update and strengthen the existing language of the course description and to clarify that social work majors must complete with a grade of C or better. This addition is important to include as the SWK 2000 course is taken by both social work and non-social work majors. These changes should add to the clarity of course requirements for social work majors and those that are not social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

**COURSE DESCRIPTIONS:**

SWK 2000 Introduction to Social Work

Hours: 3

Prerequisites: ENG 1050, 1060

Required: yes

Course description: This course provides an historical ~~Historical~~ and current overview of the social welfare system and the field of social work. It covers basic ~~Basic~~ social work concepts, social welfare structure and services, and an overview of social work intervention methods. *Social work majors must complete this course with a minimum of grade C.* Field experience required. PREREQ: ENG 1050, 1060.

Course title: Intro to Soc Work

Code: LEC

**14.2 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 2450: Human Diversity and Populations at Risk 1) updates to course description language to include language on LGBT and religious group populations, 2) addition of prerequisite courses to include ENG 1050 and 1060 and 3) to add a statement that *social work majors must complete this course with a minimum grade of C.*

**Rationale:** The course description changes are being made in order to update, strengthen and clarify the existing language of the course description. The prerequisite additions of ENG 1050 and 1060 will clarify to students, as it does in the SWK 2000 course description, that to take any of the pre-social work courses (SWK 2000, 2450, 3710, or 3800) ENG 1050 and 1060 must be completed. The addition of the statement that *social work majors must complete this course with a minimum of grade C* is addition is important to include as the SWK 2450 course is taken by both social work and non-social work majors. These changes should add to the clarity of course requirements for social work majors and non-majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 2450 Human Diversity and Populations at Risk

Hours: 3

Prerequisites: **ENG 1050, 1060**

Required: yes

Course description: This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for the following: African-American, Asian-American, Native-American, Latin-American, women, **LGBT, and religious group populations.** *Social work majors must complete this course with a minimum of grade C.* PREREQ: ENG 1050, 1060.

Course title: Hum Div & Pop At Risk

Code: LEC

**14.3 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 3450: Human Behavior and Social Environment: 1) updates to course description language, 2) Clarification of prerequisite to include all social work course prerequisites and the statement *and formal admission to BSW Program.*

**Rationale:** The course description changes are being made in order to update, strengthen, and clarify the existing language of the course description and to clarify that students may enroll in the course only if they have completed all prerequisite courses and have been formally admitted to the social work

program. These changes should add to the clarity of course and program requirements for social work majors and non-majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 3450 Human Behavior and Social Environment

Hours: 3

Prerequisites: BIO 1030 or PED 3490; SOC 1020; PSY 1010; SWK 2000; SWK 2450; SWK 3710; SWK 3800; and formal admission to the BSW Program.

Required: no

Course description: ~~Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. PREREQ: SOC 1020; BIO 1030 or PED 3490; PSY 1010; and SWK 2000~~

This course focuses on human development from infancy through old age within the context of families and communities. Biological changes and social, cultural, and psychological behaviors through the life-cycle are discussed. Also discussed is human functioning in the social environment. PREREQ: BIO 1030 or PED 3490; SOC 1020; PSY 1010; SWK 2000; SWK 2450; SWK 3710; SWK 3800; and formal admission to the BSW Program.

Course title: Hum Beh Soc Env I

Code: LEC

**14.4 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 3480: Social Welfare Policies and Programs: 1) updates to course description language, 2) removal of the Roman Numeral I from the course title, 3) clarification of prerequisites to add SOC 1020, to clarify only SWK 2000, and to add the statement *and formal admission to BSW Program or declaration of social welfare minor*.

**Rationale:** The removal of the Roman Numeral I from the course title is being done to clarify that there are not two courses in this series. The course description changes are being made in order to update, strengthen, and clarify the existing language of the course description and to clarify that students may enroll in the course only if they have completed all prerequisite courses and have been formally admitted to the social work program or declared social welfare as a minor. These changes should add to the clarity of course and program requirements for social work majors and non-majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 3480 Social Welfare Policies and Programs+

Hours: 3

Prerequisites: PLS 1000 or 1010; SOC 1020; SWK 2000; ECN 1000 or ECN/ GGY 2060; and formal admission to the BSW Program or declaration of social welfare minor.

Required: no

Course description: **This course discusses** the process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. PREREQ: ECN 1000 or ECN/ GGY 2060; PLS 1000 or 1010; SOC 1020; SWK 2000; **and formal admission to the BSW Program or declaration of social welfare minor.**

Course title: Social Welfare & Policies

Code: LEC

**14.5 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 3800: Social Work Practice I: 1) updates to course description language, 2) addition of prerequisite courses to include ENG 1050 and 1060 3) clarification/addition that SWK 2000 and 2450 are PRE or COREQs and 4) addition of the statement that *social work majors must complete this course with a minimum grade of C.*

**Rationale:** The course description changes are being made in order to update, strengthen, and clarify the existing language of the course description. The prerequisite additions of ENG 1050 and 1060 will clarify to students, as it does in the SWK 2000 course description, that to take any of the pre-social work courses (SWK 2000, 2450, 3710, or 3800) ENG 1050 and 1060 must be completed. The addition of the PRE or COREQ courses clarifies that students can take the SWK 3800 course following completion or during completion of the other pre-social work courses. The addition of the statement that *social work majors must complete this course with a minimum of grade C* is addition is important to include as the SWK 3800 course is taken by both social work and non-social work majors. These changes should add to the clarity of course requirements for social work majors and non-majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 3800 Social Work Practice I

Hours: 3

Prerequisites: ~~COREQ: SWK 2000, permission of instructor~~ PREREQ: ENG 1050, 1060; PREREQ OR COREQ: SWK 2000, SWK 2450

Required: no

~~Course description: Social work methods for serving individuals, groups, and communities. [SWK majors must complete with a minimum 2.0.] COREQ: SWK 2000, permission of instructor.~~

**This course is designed to provide students with the necessary foundation or pre-practice skills to proceed as a generalist social worker. It covers historical development of social work ethics and values, provides a basic understanding of social work practice theories and applications, and offers students a set of skills for basic interviewing in social work. *Social work majors must complete this course with a minimum of grade C.* PREREQ: ENG 1050, 1060; PREREQ OR COREQ: SWK 2000, SWK 2450.**

Course title: SWK Practice I

Code: LEC

**14.6 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 3850: Social Work Practice II: 1) updates to course description language, 2) Clarification of prerequisites to include the statement *and formal admission to BSW Program* and 3 ) to remove the statement *and permission of instructor.*

**Rationale:** The course description changes are being made in order to update, clarify, and strengthen the existing language of the course description and to clarify that students may enroll in the course only

if they have completed all prerequisite courses and have been formally admitted to the social work program. These changes should add to the clarity of course and program requirements for social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 3850 Social Work Practice II

Hours: 3

Prerequisites: SWK 2000, 2450, 3710, and 3800 ~~and permission of instructor~~ and formal admission to BSW Program

Required: yes

Course description: A continuation of SWK 3800, this course provides students with the necessary skills for working with groups, organizations and communities to effect social change. The course enables students to learn to design projects, programs and engage policies that benefit a large group of people and communities. It challenges social work students to critical look at their role in society as change agents. [SWK majors must complete with a minimum 2.0.] PREREQ: SWK 2000, 2450, 3710, and 3800 ~~and permission of instructor~~ and formal admission to BSW Program.

Course title: SWK Practice II

Code: LEC

**14.7 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 3910: Understanding Social Research: 1) updates to course description language, and 2) clarification of prerequisites to include all prerequisite courses, include the statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5*.

**Rationale:** The course description changes are being made in order to update, strengthen, and clarify the existing language of the course description and to clarify that students may enroll in the course only if they have completed all prerequisite courses, been formally accepted into the BSW Program and have a current QPA of 2.5. These changes should add to the clarity of course and program requirements for social work majors

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 3910 Understanding Social Research

Hours: 3

Prerequisites: ~~SWK 2000 and 3800~~, MAT 1050 or 1070; SOC 1020; SWK 2000; SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

Required: yes

Course description: This course introduces students to the social and behavioral science research processes, and provides them with foundational research skills. Focus is given to the ethics, standards,

and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards and methods to improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as medical sociology and social work. It also introduces students to skills needed to search for research reports and to critically evaluate them to answer specific practice questions. Furthermore, the course focuses on skills for integrating information from multiple sources. PREREQ: ~~SWK 2000 and 3800~~, MAT 1050 or 1070; SOC 1020; SWK 2000; SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

Course title: Understnd Soc Research

Code: LEC

**14.8 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 4450: Human Behavior and Social Environment II: 1) updates to course description language, 2) Clarification of prerequisite to include all social work course prerequisites and the statement *and formal admission to BSW Program*.

**Rationale:** The course description changes are being made in order to update, strengthen, and clarify the existing language of the course description and to clarify that students may enroll in the course only if they have completed all prerequisite courses and have been formally admitted to the social work program. These changes should add to the clarity of course and program requirements for social work majors and non-majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 4450 Human Behavior and Social Environment II

Hours: 3

Prerequisites: SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

Required: yes

Course description: This course is a continuation of SWK 3450. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. This course is a continuation of SWK 3450. Special focus is placed on basic information on the social environment as a set of larger systems. These larger systems determine and are determined by individual human behavior. These larger systems include societal institutions, communities and organizations, with particular attention given to the influence of ethnic, racial, gender and social class, as well as sexual orientation and cultural diversity in a pluralistic society. PREREQ: SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

Course title: Hum Beh Soc Env II

Code: LEC

**14.9 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 4800: Social Work Practice III: Clarification of prerequisites to include all prerequisite courses, include the statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5*.



**Rationale:** The course description changes are being made in order to clarify that students may enroll in the course only if they have completed all prerequisite courses, been formally accepted into the BSW Program and have a current QPA of 2.5. These changes should add to the clarity of course and program requirements for social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 4800 Social Work Practice III

Hours: 3

Prerequisites: ~~SWK 2450, 3450, 3480, 3850~~ SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

Required: yes

Course description: This course is designed to further develop students' generalist social work skill.

Practice content also emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the clients. This course includes content regarding knowledge, values and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes. PREREQ: ~~SWK 2450, 3450, 3480, 3850~~ SWK 2000, SWK 2450; SWK 3450; SWK 3480; SWK 3600; SWK 3710; SWK 3800; SWK 3850; formal acceptance into the BSW Program; and a minimum overall QPA of 2.5.

Course title: SWK Practice III

Code: LEC

**14.10 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 4900: Field Work: 1) removal of SWK 4480 from concurrent course note, 2) clarification of prerequisites to include all prerequisite courses, include the statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5* and 3) update of course description to indicate that students can take no more than 12 hours during their field work (originally 15).

**Rationale:** The course description changes are being made in order to clarify that students may enroll in the course only if they have completed all prerequisite courses, been formally accepted into the BSW Program and have a current QPA of 2.5. The updates removing SWK 4480 from the concurrent course note and changing the number of credit hours a student can take during field work from 15 to 12 are made in response to the previously submitted course proposal and program proposal, which created SWK 4600 merging SWK 4500 and 4480, and thus removing the SWK 4480 from the final semester. This change was made in part to reduce the number of hours in a student's final semester. These changes should add to the clarity of course and program requirements for social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 4900 Field Work

Hours: 9

Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500~~, ~~4600~~, 4800; formal acceptance into the BSW Program; a minimum overall QPA of 2.5; and permission of instructor

Required: yes

Course description: Each student will complete a minimum of 32 hours per week in an assigned supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester in order to receive a passing grade [see <http://www.uncp.edu/sw/fieldexp.html> for more details]. The field work experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. SWK 4480, SWK 4900, and SWK 4910 must be taken concurrently. PREREQ: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500~~, ~~4600~~, 4800; formal acceptance into the BSW Program; a minimum overall QPA of 2.5; and permission of instructor. Students may only enroll in ~~12~~ 15 hours during their field work.

Course title: Field Work

Code: FWK

**14.11 Course Proposal:** The Department of Social Work proposes the following course description changes and clarifications for the existing course, SWK 4910: Integrative Seminar for Field Work: 1) clarification of prerequisites to include all prerequisite courses, include the statement *formal acceptance into the BSW Program* and the statement *a minimum overall QPA of 2.5* and 2) update of course description to indicate that students can take no more than 12 hours during their field work (originally 15).

**Rationale:** The course description changes are being made in order to clarify that students may enroll in the course only if they have completed all prerequisite courses, been formally accepted into the BSW Program and have a current QPA of 2.5. The update changing the number of credit hours a student can take during field work from 15 to 12 are made in response to the previously submitted course proposal and program proposal, which created SWK 4600 merging SWK 4500 and 4480, and thus removing the SWK 4480 from the final semester. This change was made in part to reduce the number of hours in a student's final semester and thus a student will now be asked to take only 12 hours in this final semester. These changes should add to the clarity of course and program requirements for social work majors.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 4910 Integrative Seminar for Field Work

Hours: 3

Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500~~, ~~4600~~, 4800; formal acceptance into the BSW Program; a minimum overall QPA of 2.5; and permission of instructor

Required: yes

Course description: This course will focus on the transition from student to entry level professional. Each student will engage in field work activity that will allow the development of generalist skills; will explore multicultural/lifestyle and practice issues and will present a case in order to demonstrate the integration of social work skills, knowledge and values. Each student will demonstrate the development of professional communication skills and will be able to function in a human service setting. NOTE: Letter

grading basis. SWK 4900 and SWK 4910 must be taken concurrently. PREREQ: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, ~~4500~~, 4600, 4800; formal acceptance into the BSW Program; a minimum overall QPA of 2.5; and permission of instructor. Students may only enroll in 12 ~~15~~ hours during their field work.

Course title: Field Work Integrative Sem

Code: SEM

[Return to Agenda](#)

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## Appendix C *Actions Requiring AA Approval*

### **4. Proposals from the Department of Philosophy and Religion**

#### **4.1 Course Proposal:** Create REL 4270 Sects, "Cults," and New Religions

**Rationale:** A complete curriculum in Religious Studies today should include a course on new religions. Our offering of such a course this Spring Semester under Special Studies in Religion has proven to be quite popular.

Dept vote: 4 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

REL 4270 Sects, "Cults," and New Religions

Hours: 3

Prerequisites: none

Required: no

**New** Course description: An overview of the new religions that have originated in North America and the world in the last two centuries. The class will study the origins, history, beliefs, and practices of these different religious groups, as well as well as their impact on the world today.

Course title: Sects, "Cults," & New Religs

Code: LEC

[Syllabus: REL4270](#)

### **10. Proposal from the Department of Management, Marketing, and International Business**

**10.1 Course Proposal:** Create MKT 4xxx Social Media Marketing. This proposal concerns a new undergraduate course on social media marketing that has been developed in order to expose students to a growing area of marketing practice that is organized around terminology, principles, and techniques (including analytical techniques) that are substantially distinct from those emphasized in existing undergraduate marketing courses. This course can be delivered in either a face-to-face or an online format and can be taken by students who have completed MKT 3120 (Principles of Marketing) with a final grade of "C" or better. Please see the accompanying syllabus for further details.

**Rationale:** This new course serves as an important update to existing undergraduate marketing courses which, although they do address firms' promotional activities in depth, are not specifically focused on the growing practice of social media marketing by firms. Consumer adoption of social media is widespread, but the social media landscape is highly turbulent and the terminology, principles, and techniques of social media marketing (including those focused on social media marketing analysis) are substantially distinct from those emphasized in existing undergraduate marketing courses. Beyond

merely posting updates to social media platforms, social media marketers must develop an understanding of the evolving social media landscape in order to remain aligned with key consumer and technological trends, develop skills in social media marketing campaign development and implementation, and equip themselves with the ability to apply various analytical techniques for listening to customers, assessing campaign performance, and observing behavior on websites. It is intended that the social media marketing course would emphasize these key learning outcomes and that students who succeed in the course would possess knowledge and skills with a very high level of applicability to current and anticipated marketing practice.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

MKT 4400 Social Media Marketing

Hours: 3

Prerequisites: C or better in MKT 3120

Required: no

**New** Course description: This course focuses on social media channels for communication and value co-creation amongst organizations and consumers as well as methodologies for analyzing online behavior of consumers for facilitating data-based decision making by marketing managers. Credit, 3 semester hours. PREREQ: Grade of "C" or better in MKT 3120.

Course title: Social Media Marketing

Code: LEC

[Syllabus: MKT 4xxx Social Media Marketing](#)

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**14.12 Course Proposal:** The Department of Social Work proposes a new course called Foundation Field I External Supervision (SWK 5010). It is a zero-credit hour core course for only MSW students who do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise him/her at his/her field placement agency. Students who enroll in this new course must concurrently enroll in SWK 5300 Foundation Practicum I and Seminar.

**Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."* The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors." Some of the social service agencies within our service area have excellent field education opportunities but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor (hired by the agency) provide the student with day-to-day activities/assignments and task supervision. The external field supervisor work in collaboration with the task supervisor to obtain information about student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory meetings (minimum of 10 hours per student per semester) with student to help the student to integrate social work theories with field activities/assignments, and to discuss field-related and/or social work profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential

(unless it is clinically appropriate to share information with the MSW field director, field seminar faculty and other faculty).

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 5010: Foundation Field I External Supervision

Hours: 0

Co-requisites: SWK 5300 Foundation Practicum I and Seminar

Required: no

**New** Course description: Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently with SWK 5300 Foundation Field I & Seminar. SWK 5010 is the first of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

Course title: Found Field I Ext Superv

Code: PRC

[Syllabus](#): <click here

**14.13 Course Proposal:** The Department of Social Work proposes a new course called Foundation Field II External Supervision (SWK 5020). It is a zero-credit hour core course for only MSW students who do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise him/her at his/her field placement agency. Students who enroll in this new course must concurrently enroll in SWK 5400 Foundation Practicum II and Seminar.

**Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."* The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors." Some of the social service agencies within our service area have excellent field education opportunities but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor (hired by the agency) provide the student with day-to-day activities/assignments and task supervision. The external field supervisor work in collaboration with the task supervisor to obtain information about student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory meetings (minimum of 10 hours per student per semester) with student to help the student to integrate social work theories with field activities/assignments, and to discuss field-related and/or social work profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential

(unless it is clinically appropriate to share information with the MSW field director, field seminar faculty and other faculty).

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 5020 Foundation Field II External Supervision

Hours: 0

Co-requisites: SWK 5400

Required: no

**New** Course description: Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5020 Foundation Field I External Supervision must be taken concurrently with SWK 5400 Foundation Field I & Seminar. SWK 5020 is the second of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

Course title: Found Field II Ext Superv

Code: PRC

[Syllabus](#): <click here

**14.14 Course Proposal:** The Department of Social Work proposes a new course called Concentration Field I External Supervision (SWK 5030). It is a zero-credit hour core course for only MSW students who do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise him/her at his/her field placement agency. Students who enroll in this new course must concurrently enroll in SWK 5500 Concentration Practicum I and Seminar.

**Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."* The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors." Some of the social service agencies within our service area have excellent field education opportunities but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor (hired by the agency) provide the student with day-to-day activities/assignments and task supervision. The external field supervisor work in collaboration with the task supervisor to obtain information about student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory meetings (minimum of 10 hours per student per semester) with student to help the student to integrate social work theories with field activities/assignments, and to discuss field-related and/or social work profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential

(unless it is clinically appropriate to share information with the MSW field director, field seminar faculty and other faculty).

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 5030: Concentration Field I External Supervision

Hours: 0

Co-requisites: SWK 5500

Required: no

**New** Course description: Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5030 Concentration Field I External Supervision must be taken concurrently with SWK 5500 Concentration Field I & Seminar. SWK 5030 is the third of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

Course title: Concet Field I Ext Superv

Code: PRC

[Syllabus](#): <click here

**14.15 Course Proposal:** The Department of Social Work proposes a new course called Concentration Field II External Supervision (SWK 5040). It is a zero-credit hour core course for only MSW students who do not have an MSW with 2-years post-MSW experience credentialed field supervisor/instructor to supervise him/her at his/her field placement agency. Students who enroll in this new course must concurrently enroll in SWK 5800 Concentration Practicum I and Seminar.

**Rationale:** According to Council of Social Work Education Accreditation Standard 2.1.6: ... *"Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished."* The MSW program fulfills this accreditation requirement through the use of "External Field Supervisors." Some of the social service agencies within our service area have excellent field education opportunities but do not have a MSW with 2-years post-MSW experience credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW intern while the task supervisor (hired by the agency) provide the student with day-to-day activities/assignments and task supervision. The external field supervisor work in collaboration with the task supervisor to obtain information about student's field performance and to fulfill the responsibilities of the field supervisor. To fulfill the field supervisor responsibilities, the external supervisor: a) Recreates the dynamics (as much as possible) of a student-field supervisor relationship in the local agency the student is placed; 2) Schedule supervisory meetings (minimum of 10 hours per student per semester) with student to help the student to integrate social work theories with field activities/assignments, and to discuss field-related and/or social work profession-related problems/issues; and 3) Sets and keeps his/her relationship with student confidential

(unless it is clinically appropriate to share information with the MSW field director, field seminar faculty and other faculty).

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 5040 Concentration Field II External Supervision

Hours: 0

Co-requisites: SWK 5800

Required: no

**New** Course description: Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK SWK 5040 Concentration Field II External Supervision must be taken concurrently with SWK 5800 Foundation Field I & Seminar. SWK 5040 is the fourth of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

Course title: Concet Field II Ext Superv

Code: PRC

[Syllabus](#): <click here

**14.16 Course Proposal:** The Department of Social Work proposes a new course called Integrated Health Policy and Services (SWK 6700). It is a 3-hour credit elective course opened to Master of Social Work students.

**Rationale:** The connection between behavioral health and overall health of an individual is clear, yet services have largely remained siloed both within behavioral health (that is, separation of substance abuse and mental health services) and between behavioral health and primary healthcare. In 2009, it was estimated that 11 million U.S. adults (4.8 percent) had serious mental illness; of those, more than a quarter (25.7 percent) had co-occurring substance dependence or abuse, related to either illicit drugs or alcohol. Co-occurring health conditions require a high degree of collaboration and information sharing among health care sectors and/or health service professionals in order to develop comprehensive treatment plans that meet the needs of health service users. This course provides opportunities for synthesis and application of legislations and policies related to integration of primary care and behavioral health services.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

SWK 6700 Integrated Health Policy and Services

Hours: 3



Prerequisites: admission to MSW Program

Required: no

**New** Course description: The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. The content of the course reflects the values of the social work profession and focuses on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness. Theories related to organizational structure and change within an Integrated Behavioral Health environment and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency, and society will be presented. The course will provide the knowledge and skills necessary for direct involvement in the political and organizational processes used to influence policy and delivery systems.

Course title: Integrate Health Pol & Serv

Code: LEC

[Syllabus:](#) <click here

**14.17 Course Proposal:** The Department of Social Work proposes a new course called International Social Work and Social Development (SWK 6800). It is a 3-hour credit elective course opened to Master of Social Work students.

**Rationale:** Advances in science and technology, interconnected transportation, and international trade has made the world a small global community. This reality requires individuals and communities to be aware of issues and situations in other parts of the world, and be cognizant of their responsibilities as global citizens. This course is designed to give social work students an understanding of critical economic and socio-cultural issues within a global context, and their implications for social work practice and intervention. The course provides opportunities for students to cultivate a global perspective on social problems and social work intervention.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

**COURSE DESCRIPTIONS:**

SWK 6800 International Social Work and Social Development

Hours: 3

Prerequisites: admission to MSW program

Required: no

**New** Course description: This course exposes students to theories, perspectives, and strategies of social work practice and social development in less-industrialized, non-Western countries. Students will explore the historical, sociocultural, economic, and environmental factors that influence social service delivery in selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also explore the impact of globalization on social service delivery and strategies. The course will cover the roles social workers and social welfare organization play in the selected countries. Students will have opportunity to learn about various social work interventions strategies employed in the geographic regions covered.

Course title: Intl Soc Wk & Soc Devt

Code: LEC

[Syllabus:](#) <click here

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## Appendix D

### *Actions Requiring AA Approval and to be sent to Senate*

**4.2 Program Proposal:** Add REL 4270 to list of options in “World Religions” distribution requirement for the B.A. in Philosophy and Religion. Also clarify course requirements & GPA calculation within the major.

**Rationale:** The proposal makes explicit the interpretation of Major Course Requirements that we intended and are using. Also, a new course, if approved, will be added under the World Religions distributional area.

Dept vote: 4 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry:

#### **BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION**

Requirements for a Bachelor of Arts Degree in Philosophy and Religion	Sem. Hrs.
Freshman Seminar	1
General Education Requirement*	44
Courses for the Major: Required Courses (9 hours): PHI 1000; REL 1300; PHI 1010 Courses from the Core Philosophy and Religion Curriculum (21 hours) At least 15 of these 21 hours must be at the 3000 or 4000 level At least four of these areas must be represented: General: PHI 1200, PHI/REL 1020, REL 1050, 1060, 1080, 1220, 1430 History of Philosophy: PHI 2110, 3080, 3090, 3110, 4000 Philosophy and Culture: PHI 2040, 2050, 2070, 3010, 3160, 3200, 3210, 3300, 3760, 4030, 4230, 4430 Biblical: REL 2030, 3160, 3180, 3210, 3290, 3360, 3370, 4010 Religious Thought: REL 2050, 2090, 2140, 2340, 3025, 3190, PHI/REL 3220, REL 3270, 3280, PHI/REL 3550, REL 4070, 4170, 4230 World Religions: REL 2130, 2160, 2180, 3028, 3029, 3030, 3150, 3420, 3430, 4150, 4270, 4350, PHI/REL 4500  Special topic or independent study courses are part of the Core Curriculum; which distributional area they fall under is determined by the Department Chair. PHI/REL 3400—WD is also part of the Core Curriculum, though it does not count towards any distributional area. Students taking 18 or more hours with only a REL prefix must take REL 4410. While the minimum requirement is 30 hours of courses in the Major, students may take additional hours; all courses in Philosophy or Religion taken at UNC—Pembroke shall be calculated towards the Major GPA.	30
Electives	45
	<b>Total: 120</b>

**4.3 Program Proposal:** Remove HST 3811, HSTS 4185, and HSTS 4230 from elective options for Minor in Jewish Studies; add HSTS 4xxx.

**Rationale:** Cleaning up catalogue by eliminating no-longer-existing courses.

Dept vote: 4 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Entry:

Requirements for a Minor in Jewish and Middle Eastern Studies	Sem. Hrs.
Core Requirements REL 3150; HST 3740 or REL 3030	6
Guided Electives: At least one History course, at least one Religion course, and 2 additional courses from the list below: History: HST 3750, <del>3811</del> , 4210, 4300, 4450, 4460; HSTS 4xxx <del>4185, 4230</del> Religion: REL 2030, 2180, 3025, 3180, 3210, 3370, 4010, 4070, 4230 Political Science: PLSS 3030 Sociology and Criminal Justice: CRJ 2010 Foreign Languages: SPNS xxxx (when offered as Islamic Cultural Heritage in Spain)	12
	<b>Total: 18</b>

## **6. Proposals from the Department of English, Theatre, and Foreign Languages**

**6.1 Program Proposal:** Create a Literary Studies and a Professional Writing emphases within the BA in English Degree. Delete SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech from the Core Requirements for the BA in English degree. Add 3 credit hours to the requirement for the additional required courses for a total of 21 hours. Add ENGS 4xxx to the list of upper-level literature course options for the literary studies and the professional writing emphases

**Rationale:** The department agreed at the April 13, 2015 meeting to create tracks or areas of emphasis in literary studies and professional writing within the BA in English degree in order to better serve the needs of students majoring in English and to make the curriculum more attractive to prospective students.

Dept vote: 40 for; 0 against; 1 abstain

Affect others: Yes (Department of Mass Communication—adding PRE 3450 as one of the course options in the Professional Writing emphasis)

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

Catalog Entry:

### **Requirements for a Bachelor of Arts Degree in English**

Course Requirements—B.A. in English	Sem. Hrs.
Freshman Seminar General Education	1
General Education	44
I. Core Requirements <del>SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech</del> ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660	<del>21-27</del> 18-24

<p>ENG 2230 American Literature before 1865 or ENG 2240 American Literature since 1865</p> <p>ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790</p> <p>ENG 3040 Principles of Literary Study</p> <p>ENG 4570 Shakespeare</p> <p>ENGS 4xxx (numbers vary) Seminar in Literature</p> <p>Competency in a foreign language at the 1320 course level</p>	
<p><b>II. Additional Required Courses: Select one area of emphasis:</b></p> <p><b>Literary Studies Emphasis —21 hrs</b></p> <p><b>Required:</b> select one of the following courses: ENG 2990, 3570, 3580, 3650, 3700, 3720, 4210, 4250, and ENGS 4090-4129</p> <p><b>Additional coursework:</b> select six courses (18 hrs) from those listed below</p> <p>no more than one of the following: ENG 2010, 2020, 2080, 2090, 2100, 2180, 2190, 2200, and 2410</p> <p>at least 4 courses (12 hrs) of the following: ENG 3100, ENG 3110, ENG 3120, ENG 3130, ENG 3140, ENG 3150, ENG 3160, ENG 3170, <del>ENG 3250</del>, ENGS 33xx, ENG 3420, ENG 3430, ENG 3440, <del>ENG 3460</del>, ENG 3470, ENG 3540, ENG 3560, ENG 3660, ENG 3670, ENG 3680, <del>ENG 3710</del>, ENG 3900, ENG 4020, and ENGS 4xxx</p> <p>no more than two of the following: ENG 3250, ENG 3460, ENG 3710, ENG 4230 or 4240, ENG 4810, ENG 4830, and ENG 4850</p> <p>no more than one of the following: ENG 3740, 3750, or 3760</p> <p><b>Professional Writing Emphasis —21 hrs</b></p> <p><b>Required:</b></p> <p>ENG 3580: Professional Writing</p> <p>select one of the following upper-level literature courses: ENG 3100, ENG 3110, ENG 3120, ENG 3130, ENG 3140, ENG 3150, ENG 3160, ENG 3170, ENGS 33xx, ENG 3420, ENG 3430, ENG 3440, ENG 3470, ENG 3540, ENG 3560, ENG 3660, ENG 3670, ENG 3680, ENG 3900, ENG 4020, and ENGS 4xxx</p> <p><b>Additional coursework:</b> select 5 courses (15 hrs) from those listed below</p> <p>at least 4 courses (12 hrs) of the following: ENG 2990, ENG 3570, ENG 3650, ENG 3700, ENG 3720, ENG 4250, ENGS 4090-4129, ENG 4210, and PRE 3450</p> <p>no more than one of the following: ENG 3740, 3750, or 3760</p> <p>no more than one of the following: ENG 3250, ENG3460, ENG 3710, ENG 4230, ENG 4240, ENG 4810, ENG 4830, and ENG 4850</p>	<p><del>18</del></p> <p><b>21</b></p>
<b>General Electives</b>	<b>32-38</b>
	<b>Total: 122</b>

**8. Proposals from the Department of History**

**8.1 Program Proposal:** The History Department wishes to add courses to our program options in the DARS system. These courses are additions to the B.A. in History, have been taught for some time, and should be coded as sufficient for program requirements. The courses—HST 3040, 3260, 4120, 4230, and 4650—are already in the catalog. The History Department wishes to remove from the DARS system HST 3940 and 4100, courses which have not been taught in some years and have no likelihood of being taught in the foreseeable future. Finally, where the DARS audit reads “3720 to 3750” and “3840 to 3870,” specific course numbers have been inserted for ease of audit review.

**Rationale:** Because some courses do not exist as options, the inclusion of them in a DARS audit can be misleading. By removing them, students will have a better grasp of the proper path to degree. Other

courses are being regularly taught and need to be added and properly listed in a DARS so that students and advisors can understand the path to graduation.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Course List for DARS:

American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130, 4230, 4250, 4360, 4650

European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300, 4320, 4330, 4410, 4420, 4430

Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860, 3870, 4450, 4460

**8.2 Program Proposal:** The current requirements for a Bachelor of Arts Degree in History- Social Studies Education are 128 total course work hours. The proposal of the History Department is to reduce two elective hours (5 are currently required). This will change the degree requirements to 126 hours. The History Department wishes to add courses to the DARS system. These courses are additions to the BA in History: Social Studies Education, have been taught for some time and should be coded as sufficient for program requirements. The courses are already in the catalog. In addition, the History Department would like to remove from the DARS system a course which has not been taught in some years and has no likelihood of being taught in the foreseeable future. Finally, where the DARS audit reads "3720 to 3750" and "3840 to 3870," specific course numbers have been inserted for ease of audit review.

**Rationale:** History Department Social Studies Education majors struggle to complete the required 128 hours in four years. Reducing the total course hours from 128 to 126 will effectively mean one less course and make completion in four years more likely. This will also bring Social Studies Education in line with similar programs (English Education, 124 hours; and Math Education 9-12 127 hours). Reduction of two semester hours will not adversely alter the preparation of our teachers or otherwise inhibit their ability to become highly qualified teachers.

Because some courses do not exist as options, the inclusion of them in a DARS audit can be misleading. By removing them, students will have a better grasp of the proper path to degree. Other courses are being regularly taught and need to be added and properly listed in a DARS so that students and advisors can understand the path to graduation.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

Course List for DARS

American: SELECT FROM: HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260 (OR AIS 3260), HST 3410 (OR ECN 3410), HST 3610, 3620, 3800, 3820, ~~3940~~, 4040, 4050, 4060, 4070, ~~4100~~, 4120, 4130, 4230, 4250, 4360, 4650

European: SELECT FROM: HST 3210, 3230, 3270, 3290, 3320, 3370, 4120, 4170, 4210, 4220, 4270, 4300, 4320, 4330, 4410, 4420, 4430

Non-Western: SELECT FROM: HST 3028, 3029, 3440, 3450, 3720, 3730, 3740, 3750, 3840, 3850, 3860, 3870, 4450, 4460

Catalog Entry:

**BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)**

Coordinator: ~~Jeffrey K. Lucas~~ Serina Cinnamon

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional license to teach secondary or middle grades social studies in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
<b>Freshman Seminar and General Education*</b>	<b>45 (27)*</b>
<b>Essential Standards</b> (*18 semester hours of Social Sciences and History may also count toward General Ed) <b>Basic History</b> HST 1010, 1020, 1140, 1150 <b>Seminar in History</b> HST 3000 <b>Advanced History</b> (all must be at the 3000 or 4000 level) HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History - 6 hours; Asian, African & Latin American History – 6 hours; European History – 6 hours <b>Social Sciences</b> ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	<b>60</b>
<b>Professional Studies Core</b> EDN 2100, 3130, 3140, SED 3310	<b>12</b>
<b>Content Pedagogy</b> SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	<b>24</b>
<b>General Electives</b>	<b>5 3</b>
	<b>Total: 128</b> <b>126</b>

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

**9. Proposals from the Department of Accounting and Finance**

**9.1 Program Proposal:** add PHI 2040 to requirements for B.A. in Accounting

**Rationale:** Accounting students need to be well aware of ethics and ethical decision making. Having this as one of their General Education courses should improve their knowledge and decision making skills with regard to ethics. Other courses in Accounting and Business Law can use this as a building block for discussions of ethical behavior occur in those courses.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: Yes (Philosophy & Religion--will increase demand for the course)

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

## **12. Proposals from the Department of Political Science and Public Administration**

**12.16 Program Proposal:** revise options in Core, International Studies track, and Public Policy and Administration track for B.S. in Political Science; remove Applied Gerontology Minor description from Public Administration track

**Rationale:** This proposal to change the requirements for the major in Political Science allows our department to finalize the recombination of the two separate programs after the Political Science and Public Administration programs were rejoined two years ago. This allows for our department to meet the needs of our undergraduate majors. This change will allow us to have one cohesive departmental core again. It also allows the department to require our Writing in the Disciplines course for our majors.

Dept vote: 10 for; 1 against; 2 abstain

Affect others: No

New or Revised Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

[Catalog Entry: 12.16](#)

**12.17 Program Proposal:** revise Academic Concentration in Political Science to reflect proposed course revisions

**Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science allows our department to finalize the recombination of the two separate programs after the Political Science and Public Administration programs were rejoined two years ago.

Dept vote: 10 for; 1 against; 2 abstain

Affect others: No

New or Revised Courses: Yes

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

[Catalog Entry: 12.17](#)

**12.18 Program Proposal:** revise Minor in Political Science to reflect proposed course revisions

**Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science allows our department to finalize the recombination of the two separate programs after the Political Science and Public Administration programs were rejoined two years ago.

Dept vote: 10 for; 1 against; 2 abstain

Affect others: No

New or Revised Courses: Yes

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

[Catalog Entry: 12.18](#)

**12.19 Program Proposal:** revise Minor in Public Administration to reflect proposed course revisions

**Rationale:** This proposal to change the requirements for the Academic Concentration in Political Science allows our department to finalize the recombination of the two separate programs after the Political Science and Public Administration programs were rejoined two years ago.

Dept vote: 10 for; 1 against; 2 abstain  
 Affect others: No  
 New or Revised Courses: Yes  
 Additional Resources: No  
 Affects Degree Pathway: No  
 Affects CAA Degree Plan: No

Catalog Entry:

**POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

Chair: Kevin S. Freeman

William G. Albrecht, Gary Anderson, Daniel G. Barbee, Kirill Bumin, Tracy Cooper, Nicholas A. Giannatasio, Carole Graham, Michael R. Hawthorne, ~~Kenneth D. Kitts~~<sup>1</sup> Mark Milewicz<sup>1,2</sup> Emily A. Neff-Sharum, Elizabeth L. Normandy<sup>2,3</sup> ~~Michael Pennington~~<sup>4</sup> Robert O. Schneider, Joe F. West

- 1 ~~Provost and Vice Chancellor for Academic Affairs~~<sup>2</sup> Dean, Esther G. Maynor Honors College
- 3 <sup>2</sup> Associate Vice Chancellor, Academic Planning and Special Projects
- 3 MPA Program Director

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science and public administration students with an educational background that will prepare them for a wide range of career opportunities and that are expected by prospective employers from the fields of Law, Foreign Service, Public Administration, Public Policy, Journalism, "Practical Politics," and Teaching.

The Department also offers the Master of Public Administration (M.P.A.) degree with concentrations in Public Management, Criminal Justice, Emergency Management, and Health Administration. For complete information about programs and courses, see the School of Graduate Studies section of the catalog.

**BACHELOR OF ARTS IN POLITICAL SCIENCE**

Requirements for a Bachelor of Arts Degree in Political Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Electives	39
<b>Total:</b>	<b>121</b>

**MAJOR REQUIREMENTS: (37 Hours)**

**Introductory Requirement (6 Hours):** PLS 1000 ~~or PAD 1000~~, 1010

**Core Courses ~~General, Pre Law, and International Studies Options~~ (13 Hours):** PLS 2000 ~~or 2510\*~~, 2170, 2330, ~~3520 2510~~

\*Students pursuing a concentration in International Studies are required to take both PLS 2000 and 2510.

~~Public Administration Options: PAD 2010, 2100, 2190, 2330~~

**Option Courses [choose one option package below] 18** **Total: 37**

~~1 PAD 1000 for Public Administration options; PLS 1000 for all other options~~

**General Option Package:** Choose any six additional Political Science (PLS or PLSS) or Public Administration (PAD or PADS) courses with at least four of the six at the 3000 or 4000 level.



**Pre Law Option Package:** PLS 3030 or PHI 2050; PLS 3100, 3110, 3120; ~~Two~~ **two** other Political Science courses at the 3000 or 4000 level chosen in consultation with the Pre-Law Advisor ~~246~~

**International Studies Option Package:** Students must take both PLS 2000 and 2510 core courses, any two courses from PLSS 3000-3100, and ~~three~~ **Four** other courses taken from the following list: PLS 2060\*\*\*, 2070\*\*\*, 2520, 3025, 3220, 3312, 3600\*\*, 3610\*\*, 3620, 3750, 3800, 3810, 4170, **4200**, 4300, 4400, 4510, 4520, PLSS 3010-3100, WLS 4300

**Public Policy and Administration Option Package:** ~~PAD 3440, 3600~~, PLS or PAD 2010 or PLS 2150; PAD 3100; PAD 3190; PAD 4530 or PAD 4500 or 4770; ECN 2020 or 2030; Select one 3000- or 4000-level course in Public Administration, Political Science, or Economics

~~Public Administration with Applied Gerontology Minor: (54 hours) 1. Complete Public Administration Option Major Requirements above. (37 hours) 2. Complete Applied Gerontology Minor (17 hours) Select 17 hours from the following: BIO 1030 or PED 3490; SAB/SWK 2700; NUR 3300; PSY 3050; REC 4250; SWK 3000; SOC 3750; SWK 3840; any course with the GERS designation sponsored by the Southeastern Gerontology Consortium. Complete a field practicum in an agency that serves the elderly populations.~~

\*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

\*\*Assumes that said internships are with public or private enterprises with a clear international focus, as determined by the Department Chair.

\*\*\*While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for the purpose of major fulfillment.

## ACADEMIC CONCENTRATION

**Academic Concentration in Political Science: (28 Hours)** For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Political Science Department offers an Academic Concentration of 28 hours. This Academic Concentration is available to other students, regardless of major. Requirements: PLS 1000, 1010, 2000 or 2510, 2170, 2330, ~~3520~~ **2510**; Any three additional courses in political science with at least one at the 3000 or 4000 level.

## MINORS

**Legal Studies Minor: (18 Hours)** The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study. Requirements: PLS 1000, 1010, 2170, 3100, 3110, 3120

**General Political Science Minor: (19 Hours)** This minor is less structured because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. The department wishes to encourage the student to take an "eclectic" approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met. Requirements: PLS 1000, 1010, 2000 or 2510, 2330 and any two additional 3000- or 4000-level Political Science courses.

**Public Administration Minor: (19 Hours)** Many students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses

within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators. Requirements: ~~PAD 1000~~ PLS 1010, PAD 2010 or PLS 2010 or 2150, PLS 2330, PAD 2100, PAD 3190 ~~2190, 2330~~; One other PAD course at the 3000 or 4000 level.

The Department participates in two interdepartmental minors: Personnel and Organizational Leadership and World Studies. For further details, see Special Programs section.

### **13. Proposals from the Department of Art**

**13.4 Program Proposal:** revise B.A. in Art to create two tracks (Studio Art and K-12 Licensure)

**Rationale:** The BA in Art Education Degree has been underperforming and the department plans to eliminate the degree. There is still a need to offer licensure to our students, therefore we have decided to create two tracks: BA in Art: Studio and BA in Art: Art Education Licensure (K-12).

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

[Catalog Entry:](#) <click here

**13.5 Program Proposal:** delete B.A. in Art Education degree program

**Rationale:** The BA in Art Education Degree has been underperforming and the department wishes to eliminate the degree. There is still a need to offer licensure to our students, therefore we plan to create two tracks: BA in Art: Studio and BA in Art: Art Education Licensure (K-12).

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: Yes

[Catalog Entry:](#) <click here

### **14. Proposals from the Department of Social Work**

**14.18 Program Proposal:** A change to the course options for the Social Welfare minor, shown on page 262 of the 2015-2016 academic catalog to remove the language *SWK 3450, 3700, 3820, 3830, 3840, 3880, 3910* and add the language *any social work elective course*.

**Rationale:** to allow for more elective options for social welfare minor students

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

New Courses: No

Additional Resources: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

[Catalog Entry](#): <click here

**Requirements for a Minor in Social Welfare**

**Sem. Hrs.**

SWK 2000, 2450, 3480, and 9 hours from ~~SWK 3450, 3700, 3820, 3830, 3840, 3880, 3910~~ any social work elective course.

18

NOTE: Students must have an overall QPA of 2.0 or higher before enrolling in any courses for the Minor in Social Welfare.

**14.19 Program Proposal:** add SWK 5010, 5020, 5030, 5040, 6700, and 6800 to elective options for Master of Social Work ~~and Master of Social Work—Advanced Standing~~

**Rationale:**

i) Field education or practicum is an integral part of the MSW curriculum. Sometimes, an agency has an excellent field education opportunity but that agency does not have a MSW with 2-years post-MSW experience (as required by the Council on Social Work Education, the accrediting agency for social work programs) credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW interns. The SWK 5010, SWK 5020, SWK 5030, and SWK 5040 MSW course electives allow for students placed in agency without qualified supervisors to receive academic supervision.

ii) SWK 6700 elective course provides opportunities for MSW students to synthesize and apply legislations and policies related to integration of primary care and behavioral health services. SWK 6800 elective course provides opportunities for students to cultivate a global perspective on social problems and social work intervention. Adding both SWK 6700 and SWK 6800 give MSW students more elective options to choose from. They also offer students who have particular interest in those areas to broaden their knowledge and recognize the complex practice issues specific to the areas.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses: Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

[Catalog Entry](#): <click here

**14.20 Program Proposal:** add SWK 5030, 5040, 6700, and 6800 to elective options for Master of Social Work—Advanced Standing

**Rationale:**

i) Field education or practicum is an integral part of the MSW curriculum. Sometimes, an agency has an excellent field education opportunity but that agency does not have a MSW with 2-years post-MSW experience (as required by the Council on Social Work Education, the accrediting agency for social work programs) credentialed field supervisor to supervise student interns. In such situations, the Department of Social Work contracts a person who meets the CSWE accreditation qualifications to provide supervision to the MSW interns. The SWK 5010, SWK 5020, SWK 5030, and SWK 5040 MSW course electives allow for students placed in agency without qualified supervisors to receive academic supervision.

ii) SWK 6700 elective course provides opportunities for MSW students to synthesize and apply legislations and policies related to integration of primary care and behavioral health services. SWK 6800 elective course provides opportunities for students to cultivate a global perspective on social problems and social work intervention. Adding both SWK 6700 and SWK 6800 give MSW students more elective

options to choose from. They also offer students who have particular interest in those areas to broaden their knowledge and recognize the complex practice issues specific to the areas.

Dept vote: 8 for; 0 against; 0 abstain

Affect others: No

New Courses:Yes

Additional Resources: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

+++++

## ART

Interim Chair: Carla Rokes

Faculty: Joseph Begnaud, Richard Gay, Ann Horton-Lopez, John Antoine Labadie, Nancy Palm, Brandon

Sanderson, Adam Walls, Scott Ziegler

1Art Education Graduate Director

2Media Integration Studies Minor Coordinator

3Art Education Undergraduate Coordinator

4A.D. Gallery Director

5Interim Associate Dean, College of Arts and Science

The mission of the Art Department is two fold: 1) contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and 2) specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community. The Department strives to provide a learning environment which nurtures not only the artistic spirit but also the professionalism of the prospective art teacher as well. The studio oriented track leads to study at the graduate level or employment. The Art Education track leads to teacher licensure in grades K-12.

Students must complete a portfolio review designed to demonstrate competencies in foundations; therefore, all foundation courses should be completed by December of the sophomore year.

Before graduating, seniors are required to present acceptable exhibitions of work from their areas of concentration and undergo a critique of that exhibition by faculty.

## BACHELOR OF ARTS IN ART

### BA in ART: STUDIO

Requirements for a Bachelor of Arts Degree	Sem. Hrs.
<b>Freshman Seminar and General Education</b>	45
<b>Major Requirements</b>	
Foundations: 1010, 1020, 1320	9
Studio Core: ART 1050, 1110, 1330, 1400, 1500, 2150, 2320, 2500	24
<b>Primary Studio Area</b>	
9 hours beyond the core from one of the following areas: Ceramics, Digital Arts**, Drawing**, Painting, Printmaking, or Sculpture	9
<b>Secondary Studio Area</b>	
6 hours beyond the core from another studio area	6
<b>Professional Art Practices: ART 4031***</b>	3
<b>Art History</b>	

ART 2080, 2090, 4330, and two of the following:	15
ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, or appropriate ARTS 3xxx or 4xxx	
<b>Electives</b>	9
	<b>Total: 120</b>

\*Students who plan to major in Art should consult the Department Chair prior to registering for General Education Courses.

\*\*Intermediate level does not count toward the 9 hours.

\*\*\*Taken in spring of junior year

### **BA in ART: ART EDUCATION LICENSURE (K-12) BACHELOR OF ARTS IN ART EDUCATION (K-12)**

Coordinator: TBA ~~Tulla Lightfoot~~

**Requirements for a Bachelor of Arts Degree with Licensure of Teaching at the K-12 Level**  
(see Teacher Education Program).

Upon successful completion of the program of study in Art Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	45
<b>Content Courses</b>	
ART 1010, 1020 or 1050, 1110, 1320, 1330, 1400, 1500, 2150*, 2080, 2090, <del>2500</del> , 4330, <del>4331</del>	33 <del>39</del>
<b>Advanced Studio Area</b>	9 <del>6</del>
<del>6</del> 9 hours beyond content courses in one studio discipline	
<b>Professional Studies Core</b>	12
EDN 2100, 3130, 3150, SED 3310	
<b>Content Pedagogy</b>	21
ART 3050, 3080, 3090, 4000, 4490	
<del>Guided Art</del> <b>Electives</b>	6 <del>3</del>
	<b>Total: 126</b>

\*Does not count as advanced art studio.

NOTE: Students who desire teacher licensure in Art Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

### **ACADEMIC CONCENTRATION:**

#### **Requirements for an Academic Concentration in Art**

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Art Department offers an Academic Concentration of 21 hours. This Academic Concentration is available to other students, regardless of major.

#### **Required Twelve Semester Hour Core**

ART 1010, 1020, 1320, 3050 12

#### **Required Three Credit Global Perspective in Art**

Choose one course from the following: ART 2050, 2080, 2090, 3090 3

#### **Studio Electives**

Choose two other courses from the following: ART 1050, 1110, 1330,  
1400, 1500, 2150 6

**Total: 21**

### **MINORS:**

**Requirements for a Minor in Studio Art**

The Minor in Studio Art is designed to offer a fundamental background in visual art production for the non-Art major. Eighteen semester hours are required.

<b>Required Courses:</b> ART 1010, 1050, 1320	9
Plus nine hours of studio electives* (taken after prerequisites if applicable)	9
<b>Total:</b>	<b>18</b>

\*ART 1450, 2050, and art history courses do not fulfill this requirement.

**Requirements for a Minor in Art History**

The Art History minor allows students to augment any major with courses that analyze the history, theory, and criticism of world visual culture. Eighteen semester hours are required.

<b>Required Courses:</b> ART 2080, 2090	6
Plus twelve hours of electives* (taken after prerequisites if applicable):	12
ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, 4330, ARTS 3xxx, 4xxx, PHI 4230	
<b>Total:</b>	<b>18</b>

\*ART 2050, ~~5050~~, and ~~5110~~ does not fulfill this requirement

**Requirements for a Minor in Media Integration Studies**

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within three academic departments: Art, Mass Communication, and Music.

<b>Required Courses:</b> ART 1450, ART/MUS 3800, 4580, 4800	12
<b>Electives:</b> Choose 2 courses from ART 1500, 2400, 2500, 3000, 3500, 4750, MUS 3580, 3670	6
<b>Total:</b>	<b>18</b>

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Catalog Entry:

Requirements for a Master of Social Work	Sem. Hrs.
<b>Required Courses</b> SWK 5000 Micro Human Behavior and the Social Environment SWK 5050 Foundations of Social Work SWK 5060 Social Work Practice with Individuals SWK 5070 Social Welfare Policies and Analysis SWK 5100 Generalist Social Work Research SWK 5150 Macro Human Behavior and the Social Environment SWK 5200 Social Work in a Diverse Community SWK 5300 Foundation Practicum I and Seminar SWK 5400 Foundation Practicum II and Seminar	27
<b>Concentration Courses</b> SWK 5080 Advanced Generalist Practice in Rural Settings SWK 5410 Social Work Practice Administration in Rural Settings SWK 5430 Advanced Generalist Practice with Individuals and Families SWK 5450 Advanced Generalist Intervention Research SWK 5500 Concentration Practicum I and Seminar SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities SWK 5600 Advanced Clinical Assessment and Intervention Methods SWK 5800 Concentration Practicum II and Seminar	27
<b>Electives</b> (If taken out of the department, must have special permission) SWK 5010 Foundation Field I External Supervision	6

<p>SWK 5020 Foundation Field II External Supervision  SWK 5030 Concentration Field I External Supervision  SWK 5040 Concentration Field II External Supervision  SWK 5320 Community Development and Social Planning in Rural Communities  SWK 5700 Child Welfare  SWK 5710 Grant Writing  SWK 6200 Assessment and Treatment of Substance Abuse Disorder  SWK 6300 Human Trafficking in the US  SWK 6400 Forensic Social Work  SWK 6500 Military Social Work  SWK 6600 Advanced Social Work Practice in Integrative Healthcare  SWK 6700 Integrated Health Policy and Services  SWK 6800 International Social Work and Social Development  SWKS 6xxx Special Topics in Social Work</p>	
<b>Program Total</b>	<b>60</b>

<b>Requirements for a Master of Social Work—Advanced Standing</b>	<b>Sem. Hrs.</b>
<p><b>Required Courses</b></p> <p>SWK 5110 Advanced Standing Bridge Course—Practice Module  SWK 5120 Advanced Standing Bridge Course—HBSE Module  SWK 5130 Advanced Standing Bridge Course—Research Module  SWK 5140 Advanced Standing Bridge Course—Policy Module  SWK 5080 Advanced Generalist Practice in Rural Settings  SWK 5410 Practice Administration in Rural Settings  SWK 5430 Advanced Generalist Practice with Individuals and Families  SWK 5450 Advanced Generalist Intervention Research  SWK 5500 Concentration Practicum I and Seminar  SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities  SWK 5600 Advanced Clinical Assessment and Intervention Methods  SWK 5800 Concentration Practicum II and Seminar</p>	35
<p><b>Electives</b> (If taken out of the department, must have special permission)</p> <p>SWK 5030 Concentration Field I External Supervision  SWK 5040 Concentration Field II External Supervision  SWK 5320 Community Development and Social Planning in Rural Communities  SWK 5700 Child Welfare  SWK 5710 Grant Writing  SWK 6200 Assessment and Treatment of Substance Abuse Disorder  SWK 6300 Human Trafficking in the US  SWK 6400 Forensic Social Work  SWK 6500 Military Social Work  SWK 6600 Advanced Social Work Practice in Integrative Healthcare  SWK 6700 Integrated Health Policy and Services  SWK 6800 International Social Work and Social Development  SWKS 6xxx Special Topics in Social Work</p>	3
<b>Program Total for Advanced Standing</b>	<b>38</b>

[BACK TO AGENDA](#)

# END

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Syllabus: REL 4270

## Sects,"Cults," and New Religions

This course offers an overview of the new religions that have originated in North America and the world in the last two centuries. The class will study the origins, history and beliefs of the different religious groups, as well as the groups' place in the world in the present day.

### Texts

*Controversial New Religions*, 2<sup>nd</sup> ed. Eds. James R. Lewis and Jesper Aa. Petersen. (Oxford University Press:Oxford) 2014.

*The New Religious Movements Experience in America*, Eugene V. Gallagher in The American Religious Experience series. Phillip Goff, Series Ed. (Greenwood Press: London) 2004.

*New Religious Movements: A Documentary Reader*. Eds. Derek Daschke and W. Michael Ashcraft. (New York University Press: New York) 2005.

### Course Requirements

Paper and Presentation	25%
4 Exams (12.5% each)	50%
4 Homework Assignments (3.75% each)	15%
Discussion Leader Presentation	<u>10%</u>

100 %

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### Classroom Conduct and Procedures

1. Respect will be shown to your fellow class members and your instructor.
2. Laptop computers are allowed during lectures at the discretion of the instructor. The abuse of this privilege will result in withdrawal of the privilege. Laptops are **not** allowed during testing and certain other classroom activities. These activities are at the discretion of the instructor.
3. No cell phone, PDA or other electronic device use (whether talking, texting, e-mailing, web surfing, listening to music or any other application) during class. You will have **two(2) points subtracted** from your **final grade** for **EACH** incidence of cell phone or other electronic device use. This includes, but is not limited to: phone "pinging" or alerts that are audible, checking the phone for messages(i.e. Facebook, email, Twitter, voice mail, etc.) texting, phone displayed during class (I shouldn't be able to see(or hear) your phone) and any other unauthorized use.
4. No headphones, earbuds or headsets of any type will be used or worn in the class.
5. Disruptive behavior will not be tolerated.
6. Sleeping in class will result in dismissal from class.
7. Do **not** be late to class. **Tardiness** may result in a **2 point subtraction** from your final grade **per episode**.

### 8. Attendance Policy

**For classes meeting three times weekly:** More than three absences in the semester will affect your final grade. Four absences or more may result in failure.

**For classes meeting twice weekly:** More than two absences will affect your final grade, Three absences or more may result in failure.

**"Make-up" information for all classes:** Inform your instructor in advance of absences whenever possible, via e-mail. If an absence occurs on an exam date, a makeup exam **may** be given at the



discretion of the instructor. The instructor, depending upon the circumstances, may decide **not** to administer a make-up exam. If this occurs the student will be awarded a zero, "0", for that particular exam. Make-up quizzes are **not** an option. Make-up homework is **not** an option. Make-up participation grades are **not** an option. **Absences are not excused or unexcused they are simply times when you are not present in class.** I decide if make-up work is available on a case by case basis in accordance with University policy.

**9. Late Assignments** All assignments are due at **the beginning** of class on the due date. Late assignments will **not** be accepted without **prior** permission from the instructor. Do not depend upon the computer room in Sampson Hall to print out your assignments. Often there are classes held in this room and the ink tends to run out and the printers break with alarming frequency. I do **not** accept homework after class because you have failed to print it before class for any reason.

**10.** Any questions/comments concerning points earned on exams, tests, quizzes and/or any other graded work must be addressed with the professor within **two(2)** weeks of the student receiving the graded work. Questions/comments after this period of time will not be considered nor answered.

#### **Plagiarism Policy**

Plagiarism is the act whereby the words and ideas of another are passed off as one's own. It can also be the use of another's created production "without crediting the source, to commit literary theft...to present as new and original an idea or product derived from an existing source."

*Webster's New Collegiate Dictionary, 8<sup>th</sup> ed., s.v. "Plagiarize."*

It is the policy of the University, the Department and the Instructor that plagiarism will not be tolerated in **any** form. It is a violation of the Academic Honor Code. **All** violations of the Academic Honor Code including, but not limited to, plagiarism and cheating **will** be reported to the Vice Chancellor for Student Affairs

#### **Religious Holiday Policy Statement**

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

#### **ADA Statement**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

#### **Alternative Format Statement**

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

#### **Absences for University-Sanctioned Events**

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within **three** university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval

from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during **the first week** of each semester. **Prior written documentation** must be provided for each excused absence

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### **RELIGIONS COVERED**

#### **Biblical Traditions**

The Family (aka The Children of God)

The People's Temple Full Gospel Church

Church of Christ, Scientist

Westboro Baptist Church

Seventh Day Adventist/Branch Davidians

LDS/FLDS

Charismatic Controversies in the last 150 years (Jesus' People, Brownsville Church, Vineyard Movement)

#### **Paganism/NeoPaganism**

Shamanism

Wicca/witchcraft

Satanism

#### **New Age/ Western Esotericism**

Theosophy and Spirituality

Chanelling/Ramtha

Heaven's Gate

The Church of Scientology

Raelians

#### **African/Mid Eastern/Eastern Traditions**

International Society for Krishna Consciousness (Hare Krishna)

Transcendental Meditation

Nation of Islam

Moorish Science Temple

#### **Research Paper Topics**

1. Rastafari

2. Holy Spirit Association for the Unification of World Christianity in the United States( the Moonies)

3. Sokko Gakkai

4. Santeria

5. The United Society of Believers in Christ's Second Coming (the Shakers)

6. Aum Shinrikyo

7. Wolf Age Pagans

8. Order of the Solar Temple

9. The Native American Church

10. Jehovah's Witnesses

11. "I AM" movement

12. Falun Gong

13. Aetherius Society

15. Kabbalah

16. Vodou

17. The Baha'is

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Syllabus: MKT 4xxx

## MKT 4XXX • Social Media Marketing

**Instructor:**  
**Email:**  
**Telephone:**  
**Office location:**  
**Office hours:**  
**Class location:**  
**Class hours:**

**\*\*\* BE SURE TO CHECK BLACKBOARD AND  
YOUR UNIVERSITY EMAIL VERY FREQUENTLY. \*\*\***

**\*\*\* YOUR ATTENDANCE AND PARTICIPATION ARE REQUIRED  
IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. \*\*\***

### **TEXTBOOKS (REQUIRED)**

Khan, G. 2015. *Seven Layers of Social Media Analytics: Mining Business Insights from Social Media Text, Actions, Networks, Hyperlinks, Apps, Search Engine, and Location Data*. CreateSpace Independent Publishing Platform. ISBN: 978-1507823200.

Peterson, E. 2004. *Web Analytics Demystified*. Available (**at no cost**) at [http://www.webanalyticsdemystified.com/downloads/Web\\_Analytics\\_Demystified\\_by\\_Eric\\_Peterson.pdf](http://www.webanalyticsdemystified.com/downloads/Web_Analytics_Demystified_by_Eric_Peterson.pdf).

Tuten, T., & Solomon, M. 2015. *Social Media Marketing*, 2<sup>nd</sup> edition. Thousand Oaks, CA: SAGE Publications Inc. ISBN: 978-1-4739-1301-1.

Additional readings may be assigned by your instructor.

### **COURSE DESCRIPTION**

This course focuses on social media channels for communication and value co-creation amongst organizations and consumers as well as methodologies for analyzing online behavior of consumers for facilitating data-based decision making by marketing managers. Credit, 3 semester hours. PREREQ: Grade of "C" or better in MKT 3120.

### **COURSE OBJECTIVES**

The main objectives of this course are to equip students with a comprehensive and actionable understanding of social media marketing opportunities available to organizations as well as awareness of and experience with designing, implementing, and analyzing a social media marketing initiative. Upon successful completion of this course, students will have:

- Built a detailed understanding of social media marketing terminology, concepts, tools, and trends
- Assembled a detailed understanding of methodologies for analyzing online behavior of consumers
- Evaluated complex market, competitive, and other environmental conditions and proposed social media marketing strategies and tactics appropriate for those conditions
- Assessed complex managerial situations and proposed social media marketing strategies and tactics appropriate for those managerial situations
- Acquired experience using a variety of tools appropriate for the social media marketing landscape
- Collaborated on the development, execution, and analysis of a social media marketing initiative

## **TECHNICAL REQUIREMENTS**

It is expected that you possess working knowledge of and access to an Internet-connected computer, a Blackboard-compatible Internet browser,<sup>1</sup> the Blackboard course management system, as well as standard technologies for the production and/or consumption of audio, visual, and text-based content. You must have access to Microsoft Office software in a Windows environment. Please note that not knowing how to submit an assignment is not an excuse for failing to submit your work in a timely manner.

## **COURSE ASSESSMENT TOOLS AND BASIC EXPECTATIONS**

Academic achievement in this course will be assessed according to the quality of your (1) **in-class participation in activities and discussions** as well as your performance on (2) **online discussions**, (3) **assignments**, (4) **examinations**, and (5) a **social media marketing project (document and presentation)**. The social media marketing project is a team endeavor; all other course deliverables will be individual endeavors. Please note that you should expect to commit an average of six hours on a weekly basis to this course beyond the time you spend in the classroom.

You are expected to participate in all course activities, including the required introductory activities (syllabus review and academic integrity pledge). It is necessary that you actively participate in this course by completing all discussion board requirements, submitting all assignments on a timely basis, and writing all examinations. Moreover, it is necessary that you remain in ongoing communication with me as well as other students with whom you may be working on a particular assignment or project.

Attendance is required and you will be responsible for any material covered in class which may be used in exams. Attendance ≠ participation, so ensure that you constructively participate in class discussions and activities as much as possible.

\*\* Unless you are explicitly invited/permitted to do so by the instructor, you are not to use a mobile phone or other device in the classroom. \*\*

### **In-Class Participation**

Your participation in class activities and discussions is vital to the full expression of your ideas as well as to your own learning. Our class should involve two-way communication expanding upon the material assigned and examples from everyday life which relate to the material. You must prepare yourself to participate in class discussions. **Active reading of all assigned textbook chapter(s) and other materials prior to class is necessary.** In addition to reading the textbook chapters and other materials, you should make notes on questions you have about them, what you have learned from them, and how they can be applied in the contemporary business environment. Your participation will be assessed according to your public speaking acumen as well as the research, organization, and planning evident in and the constructiveness of your contributions to class activities and discussions.

### **Online Discussions**

To strengthen your knowledge of course concepts and to further refine your writing capabilities, you will be expected to complete several small writing assignments by making posts to online discussion boards on the Blackboard course management system website for this course. Active reading of all assigned textbook chapter(s) and other materials is necessary for making meaningful and substantive contributions to online discussions. In other words, I should CLEARLY be able to see words, terms, and concepts from this course in your discussion board posts.

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<sup>1</sup> The last time I asked, DOIT (910-521-6260; helpdesk@uncp.edu) recommended Firefox.

Please note that you will be expected to contribute **ONE** initial discussion board post and then **TWO** discussion board response posts (to separate classmates) for each discussion board assignment. Therefore, you will contribute three discussion board posts for each discussion board assignment. Although quality should not be sacrificed for quantity, it is necessary that your initial post be at least **200** words in length and that your responses to classmates are at least **100** words in length. It is important that you thoroughly review the course schedule and Blackboard site for this class so that you are aware of all discussion board due dates and other requirements.

It is necessary that all of your online discussions adhere to the “netiquette” policy that will be posted on Blackboard; supported opinions are allowed and may differ amongst students, and while I do encourage a healthy debate, disrespectful interactions amongst students will not be tolerated.

A guiding rubric will be available on Blackboard so that you will know how your online discussions will be assessed. Discussions should be substantial and significant (simply agreeing with what others are saying or only posing questions for others to answer are not substantial and significant discussion contributions.) Please note that you will also be assessed on the grammar, syntax, sentence structure, and other relevant writing characteristics of your discussion board posts.

Please note that you will not be granted any points if you post your discussion contributions past the cutoff date/time.

**Please post your discussions in the space provided – do NOT include them as document attachments.**

### **Assignments**

You will complete individual assignments in this course. Assignment requirements will be communicated to you on Blackboard. Your performance on each of these assignments will be evaluated largely on the basis of how well you planned and organized your submission and applied relevant digital marketing theories and methods in it. Please note that assignments are to be submitted using Blackboard in format(s) recognized by Blackboard. Typically, assignments are to be uploaded to Blackboard in MS Word format.

### **Examinations**

There are 3 non-cumulative examinations and one cumulative final examination in this course. Your performance on each of these examinations will be evaluated largely on the basis of how well you demonstrated an understanding of relevant social media marketing and analytics theories and methods and an ability to apply relevant social media marketing and analytics theories and methods in different application contexts. Details will be provided later in the semester.

Please do not ask if you can take the exam before or after the designated dates and times; you cannot.

Make-up exams are not allowed. Do not miss an exam and expect that a subsequent exam will automatically be weighted to make up for your lost exam. Reweighted exams are only available for extremely extenuating and verified circumstances (i.e. hospitalization or death in the immediate family – not due to leisurely travel or non-emergency doctor appointments, etc.), and is only applicable for the first two exams in this course. If you miss the third exam due to an accepted extenuating reason (non-extenuating reasons result in a grade of F for the exam), you will receive an “Incomplete” grade and we will follow the University’s guidelines for addressing and changing your “I” grade.

If you are involved in official University activities and will be away/busy when assignments/discussions are due, you must complete them prior to your absence (not after). If an official University activity makes it absolutely impossible for you to take an exam, you must also notify me PRIOR to missing the exam, not after. This should not be an issue given that the course is online in nature and you can

basically take the exam from wherever you are (but I am willing to hear your situation on a case-by-case basis). See University guidelines for the last day to drop a course/withdraw, if applicable. I will strictly adhere to University guidelines - no exceptions.

**Exams are non-cooperative; you must do your own work and you cannot collaborate with classmates on exams. In addition, all exams are “CLOSED-BOOK” exams and you are not allowed access to any aid (including a calculator) while taking an exam.** Failure to abide by these rules will result in an “F” in the course; you will also be referred to administration for disciplinary action.

In place of the cumulative final exam, a student will have the option of obtaining a Google Analytics certification. [Analytics Academy](#) is an online learning platform that offers comprehensive training in Google Analytics and data analysis. The content is FREE: you review all the material covered in the Analytics Academy [Digital Analytics Fundamentals](#) and [Platform Principles](#) courses. You can also use the [study guide](#) to review the content and reading list for each lesson in these courses. You will then take the Google Analytics Individual Qualification (IQ) exam. You can prepare for the certification test at your own pace. Once you take the test, you have 90 minutes to complete the exam. Passing the Analytics IQ exam will serve as your final exam in the course. You must personally and physically submit your official certification directly to the professor on the day/at the start time of the final exam. Your Analytics IQ certification will equal a 100% on the final.

### **Social Media Project**

You will develop, submit, and present a team-based social media marketing project. Teams are to have between 3 and 5 members in total, although this can be influenced by course enrollment. Team membership will be determined by the instructor, unless otherwise indicated. You will be assigned to work with a local or state business. Your social media project will require you to assess the company's current digital media efforts (website, social media, etc.) and to prepare a social media plan for the business for the upcoming year. Your plan must include a company analytics assessment, a competitor analysis, and a year-long social media strategy, integrated across at least 4 different channels (e.g., website, Facebook, Twitter, Instagram, Etsy, Pinterest, Snapchat, etc). More detail on the client(s) and the specific rubric/requirements for the project will be provided in class.

A note about teamwork: Team members are expected to contribute to the development, submission, and presentation of the team-based project. When groups upload their project documents to Blackboard toward the end of the semester, students will also submit (i.e., upload to Blackboard) individually completed peer evaluation forms. On the peer evaluation form, you will evaluate the contributions of your peers as well as yourself to the overall team project initiative. It is helpful if you document the time you invested and the actions you took in the completion of any team-based work. (The peer evaluation form will be available on Blackboard toward the end of the semester.) Any student who fails to submit a peer evaluation form by the deadline for the marketing plan in a format readable by Blackboard will not receive a grade for the team-based project.

If, after potentially discussing the matter with you, it becomes clear to me that you did not contribute appropriately to your team, then the grade you receive on your final project may be adjusted as follows:

Your final project grade = Group grade x (Average rating of your contribution / Expected rating of your contribution). For example, if a project submitted by *four* people merits a group grade of 90 / 100, but if your average rating is  $22^2 / 25$  (instead of an expected rating of  $100/4 = 25$ )<sup>3</sup>, then your final project

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<sup>2</sup> Say, you give yourself 25 / 25 but your three teammates rate you 22 / 25, 21 / 25, and 20 / 25. The average of these ratings is  $(25 + 22 + 21 + 20) / 4 = 22$ .

<sup>3</sup> You will be asked to divide 100 points among you and your teammates. Normally, equal contribution by all group members is indicated by evenly dividing the 100 points among all teammates (including yourself).

grade would be  $90 \times (22 / 25) = 90 \times .88 = 79.2$ . Clearly, it is important that you meaningfully and conscientiously contribute to all team initiatives.

Except for extraordinary circumstances, students are expected to resolve team issues internally. I think it is important that you make your team formation decisions prudently so that you are ultimately aligned with students whose dedication, time availability, work habits, and performance goals are compatible with your own.

**NOTE: All assignments must be submitted/presented on or before their due dates; except in extraordinary (& documented) circumstances, late submissions will not be graded**

Your final grade in this course will be computed as follows:

In-Class Participation <sup>4</sup>	5%
Online Discussions <sup>5</sup>	10%
Written Assignments	20%
Examinations (Final = 10% could be replaced by certification)	40%
Social Media Project (Document + presentation) <sup>6</sup>	25%

Letter grades will be assigned per the following:

A = 93 - 100	B- = 80 - 82.99	D+ = 67 - 69.99
A- = 90 - 92.99	C+ = 77 - 79.99	D = 63 - 66.99
B+= 87 - 89.99	C = 73 - 76.99	D- = 60 - 62.99
B = 83 - 86.99	C- = 70 - 72.99	F = <60

**THE UNIVERSITY WRITING CENTER:** A peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process is available. The University Writing Center is located in D.F. Lowry 308 and is also available online at [www.uncp.edu/writing](http://www.uncp.edu/writing).

**A note about public posting of student work and/or instructor retention of student work**

Please review the online course management information document regarding public posting of student work and/or instructor retention of student work, including discussion board material (available at: [https://www.uncp.edu/sites/default/files/Images\\_Docs/Departments/Academic\\_Affairs/policies\\_and\\_procedures/online\\_course\\_management.pdf](https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Academic_Affairs/policies_and_procedures/online_course_management.pdf)).

**The University of North Carolina at Pembroke adheres to ADA requirements.**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>.

**Religious Holiday Policy**

The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all

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<sup>4</sup> Your grade will primarily be determined on the basis of the quality of your in-class participation. However, you will lose one point from this grade for every two unexcused absences you incur. Attendance is very important to me, since I want to see you benefit as much as possible from this course.

<sup>5</sup> In total, you will be asked to submit five initial discussion board posts and ten response discussion board posts. Altogether, discussion board posts are worth 10% of your final grade in this class; each initial post will be worth 1% of your final grade and each response post will be worth 0.5% of your final grade.  $((5 \times 1\%) + (10 \times 0.5\%) = 10\%)$ .

<sup>6</sup> You must submit your peer evaluation document by the due date for the marketing plan report in order to receive a grade for the marketing plan report.

students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

### **Honor Code**

All students are expected to follow the Academic Honor Code. The full text of the Academic Honor Code is available at the website for the Office of Student Conduct at <http://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code>. Violators will be subject to discipline. Disciplinary actions include, but are not limited to, automatic withdrawal from/assignment of a failing grade in the course.

I take academic honesty and diligence very seriously. Academic dishonesty represents a serious violation of the Academic Honor Code. As a guide, please ensure your work can be squarely and solely situated within the "check mark" cell of the matrix that appears below. Although the "check mark" cell does not necessarily equate to high academic performance in itself, the "X" cells will certainly have a serious negative impact on the grade you receive in this class.

<b>Academic Honesty and Academic Dishonesty</b>		<b>Except for direct quotations and the fully/properly cited work of other authors, is <b>all work original and completed by you/your team exclusively?</b></b>	
		<b>Yes</b>	<b>No</b>
Did you <b>fully and properly cite and reference all sources</b> you/your team used to complete the work?	<b>Yes</b>	✓	X <sup>7</sup>
	<b>No</b>	X	X

**Note:** You are individually responsible for the work you submit (and submitted by your group) in this class and, as such, you will be held accountable for claimed technical glitches, claimed inadvertent oversights, and other conditions (e.g., intention) that ultimately lead to academic dishonesty. Please do not take any chances with this.

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<sup>7</sup> You may have fully and properly acknowledged your sources, but it is still not sufficient for you to excessively use the work of another author for your own benefit. It is generally inappropriate, for example, to copy an entire paragraph from a website and paste it into your assignment, discussion post, or project document/presentation.



Please note that behaviors that disrupt the teaching and/or educational process will not be tolerated. You are expected to use professional etiquette in all your online and offline interactions with your instructor and classmates. Please accept that you may not receive a response from me to communication to me if you have failed to use professional etiquette (e.g., atrocious spelling, lack of manners, etc.) in that communication. You can expect that all communication you receive from me will make use of the professional etiquette I am expecting to see in/from you.

#### CLASS OUTLINE/SCHEDULE

While every attempt will be made to keep to the schedule listed below, unforeseen circumstances may necessitate modifications throughout the semester. Additionally, I reserve the right to amend the syllabus as needed depending on work accomplished and needs of the class.

<b><u>Dates</u></b>	<b><u>Topics to be covered</u></b>	<b><u>Readings to prepare</u></b>	<b><u>Deliverables</u></b>
Class 1	Course introduction Syllabus	n/a	n/a
Class 2	Social media marketing (SMM): The horizontal revolution	Tuten and Solomon ("T&S;" 2015): Chapter 1	Syllabus review activity Academic integrity pledge
Class 3	SMM: The horizontal revolution	T&S (2015): Chapter 1	n/a
Class 4	See "Deliverables"	T.B.D.	Student-led discussion on Web 2.0 and being a "digital native"
Class 5	SMM: Social media marketing strategy	T&S (2015): Chapter 2	Discussion #1: Initial post
Class 6	SMM: Social media marketing strategy	T&S (2015): Chapter 2	n/a
Class 7	SMM: Social consumers	T&S (2015): Chapter 3	Discussion #1: Two response posts
Class 8	SMM: Social consumers	T&S (2015): Chapter 3	n/a
Class 9	SMM: Network structure and group influence in social media	T&S (2015): Chapter 4	n/a
Class 10	SMM: Network structure and group influence in social media	T&S (2015): Chapter 4	n/a
Class 11	SMM: Social community	T&S (2015): Chapter 5	n/a
Class 12	SMM: Social community	T&S (2015): Chapter 5	Discussion #2: Initial post
Class 13	SMM: Social publishing	T&S (2015): Chapter 6	n/a
Class 14	SMM: Social publishing	T&S (2015): Chapter 6	Discussion #2: Two response posts
Class 15	n/a	T&S (2015): Chapters 1-6	Exam #1
Class 16	SMM: Social entertainment	T&S (2015): Chapter 7	n/a
Class 17	SMM: Social entertainment	T&S (2015): Chapter 7	Individual assignment

Class 18	SMM: Social commerce	T&S (2015): Chapter 8	n/a
Class 19	SMM: Social commerce	T&S (2015): Chapter 8	n/a
Class 20	SMM: Social media for consumer insight	T&S (2015): Chapter 9	n/a
Class 21	SMM: Social media for consumer insight	T&S (2015): Chapter 9	Discussion #3: Initial post
Class 22	SMM: Social media metrics	T&S (2015): Chapter 10	n/a
Class 23	SMM: Social media metrics	T&S (2015): Chapter 10	Discussion #3: Two response posts
Class 24	Web analytics (WA): Overview	Peterson ("P;" 2004): Ch. 2	n/a
Class 25	WA: Overview	P (2004): Chapter 2	n/a
Class 26	WA: Terminology	P (2004): Chapter 4	n/a
Class 27	n/a	T&S (2015): Ch. 7- 10 P (2004): Ch. 2 and 4	Exam #2
Class 28	See "Deliverables"	T.B.D.	Student-led discussion on web analytics and ethics
Class 29	Social media analytics (SMA): Overview	Khan ("K;" 2015): Chapter 1	Discussion #4: Initial post
Class 30	SMA: Overview	K (2015): Chapter 1	n/a
Class 31	SMA: Social media text analytics	K (2015): Chapter 3	Discussion #4: Two response posts
Class 32	SMA: Social media text analytics	K (2015): Chapter 3	n/a
Class 33	SMA: Social media network analytics	K (2015): Chapter 4	Individual assignment
Class 34	SMA: Social media actions analytics	K (2015): Chapter 5	n/a
Class 35	SMA: Social media actions analytics	K (2015): Chapter 5	Discussion #5: Initial post
Class 36	SMA: Search engine analytics	K (2015): Chapter 9	n/a
Class 37	SMA: Search engine analytics	K (2015): Chapter 9	Discussion #5: Two response posts
Class 38	n/a	K (2015): Ch. 1, 3, 4, 5, and 9	Exam #3
Class 39	Analytics IQ certification opportunity overview		n/a
Class 40	n/a	n/a	Group presentations AND submission of social media project document
Class 41	n/a	n/a	Group presentations continued
Class 42	n/a	n/a	Final remarks on social media marketing and analytics

Final exam period	All material	All readings	Final examination (cumulative) or physical and personal submission of official Analytics IQ certification
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## Department of Social Work

### SWK 5010: Foundation Field I External Supervision

**Supervisor:**

**Phone:**

**Email:**

**Office:**

**Office Hours:** By Appointment

#### **COURSE DESCRIPTION**

The University of North Carolina at Pembroke through the Department of Social Work has established complementary relationships with over 300 local service agencies to provide field education and experiences for MSW students. According to Council of Social Work Education (CSWE) accreditation standards, field supervisors for MSW students must hold a CSWE-accredited MSW degree and have 2 years of post-MSW work experience. Their role is to assist students with integrating the knowledge, skills, and the values and ethics of the social work profession and to provide them with opportunities to demonstrate competency. In the event that a field site does not have a staff member who holds a CSWE-accredited MSW degree with 2-years post-MSW experience, a faculty member is assigned to provide field supervision for MSW students.

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently with SWK 5300 Foundation Field I & Seminar. SWK 5010 is the first of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

#### **Council on Social Work Education Accreditation Standard 2.1.6:**

The field education program specifies that credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies, Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

#### **Social Work Program Competencies**

The Council on Social Work Education (accreditation body) has named the following 9 areas of competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the MSW degree requirements, graduates will have the ability to:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individual, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities

**This syllabus covers requirements for the provision of external field supervision as part of the MSW field education program. You are expected to follow all guidelines detailed in the MSW Field Manual in addition to this syllabus.**

#### **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

**Learning Outcome 1: Use supervision/consultation effectively.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work practice.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 4: Demonstrate professional written and oral communication skills.**

Measurement of Outcome: learning contract and performance evaluations

#### **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

- a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field site.
- b. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with student to help the student to integrate social work theories with field activities/assignments, demonstrate competency and to discuss field-related and/or social work profession-related problems/issues.

- c. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to share information with the MSW Field Director, field seminar faculty or other faculty).
- d. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity as external supervisor and field seminar instructor to the same student.
- e. Orient student to agency environment and activities.
- f. Identify and/or design activities that can help student meet the objectives of their learning contract.
- g. With input from student and field liaison, review, modify and sign the student's learning contract.
- h. Assist student to develop professional social work identity.
- i. Share practical experience, professional knowledge and skills, and organizational resources with student.
- j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at least, once per semester, to discuss student progress and field practicum-related issues.
- k. Attend field orientation seminar/meetings organized by the Field Director/University.

#### **REQUIRED MATERIALS**

MSW Field Manual

Other materials/readings assigned by external field supervisor

#### **INSTRUCTIONAL METHODS**

External supervision will be provided through a combination of individual supervision sessions and small group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The MSW Field Director will assign students to external field supervisors based on both parties schedule, area of practice and geographic location. External supervisors will set their own meeting schedules in consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at the student's field site or the external supervisor's office as agreed upon by the supervisor and student. External supervisors will consult with each student's task instructor and the student during the learning contract development process and during the mid-term and final evaluation processes. This consultation can occur in-person, via phone conference or video conference. The external field supervisor must sign off on the learning contract, mid-term and final performance evaluations. The external field supervisor participates in the site visit with the field seminar instructor/field liaison that takes place at the student's field site.

#### **GRADING**

**The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing grade for field supervision is required in order to pass field practicum and seminar. This grade is issued by the external field supervisor in consultation with the MSW Field Director. A student may fail external field supervision if (1) student does not meet the minimum supervision hour requirement (10 hours per semester), (2) student does not conduct themselves in a professional manner during interactions with their field supervisor as outlined in the Department of Social Work's Professional Performance Standards in the MSW Program Manual and listed below.**

Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

#### Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

#### 1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) Style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the UNCP Accessibility Resource Center.

#### 2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

#### 3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

#### 4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

## 5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

## 6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

## 7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The NASW Code of Ethics
- b. The UNCP Student Academic Honor Code
- c. The Campus Association of Social Workers' Code of Ethics

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social Workers' Code of Ethics and the NASW Code of Ethics.

## **CLASS AND UNIVERSITY POLICIES**

**The supervisor reserves the right to amend the syllabus as needed depending on work accomplished and needs of the student.**

**Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student Handbook.

**Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to

know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

**Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

**Attendance and Participation Policy:** The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation; please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

- 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 2) Short-term illness with immediate medical documentation
- 3) Required appearance in a court of law with documentation
- 4) Required military duty with documentation
- 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 6) ADA/AA accommodation with documentation

Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

**Note:** It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates



gaps in the student's knowledge of course content and minimizes opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

**Giving and Taking Help:** The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reaction papers, and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

## UNIVERSITY SUPPORT SERVICES

**ADA Statement** Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

**Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students regardless of academic standing or class standing. Participants are matched up with a peer mentor to meet for one 30 minute session each week to discuss progress in current classes and help students further develop their academic skill sets such as time management, test preparation, utilization of textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's policies and procedures such as grade replacements and academic appeals. ARMs host regular skill enhancement workshops that are available to all students, including those not regularly seeing a mentor. Workshops address specific topics such as understanding your educational expenses, preparing for your future career, the importance of being involved on campus, and what to do in order to recover from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or [jennifer.bruner@uncp.edu](mailto:jennifer.bruner@uncp.edu).

**The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from any course or department are welcome to use the Center. Tutors work with students on all types of writing assignments, including application essays and personal statements. The University Writing Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students should visit <http://www.uncp.edu/writing/>

**A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

UNIVERSITY of NORTH CAROLINA  
**P E M B R O K E**  
Department of Social Work

SWK 5020: Foundation Field II External Supervision

**Supervisor:**

**Phone:**

**Email:**

**Office:**

**Office Hours:** By Appointment

**COURSE DESCRIPTION**

The University of North Carolina at Pembroke through the Department of Social Work has established complementary relationships with over 300 local service agencies to provide field education and experiences for MSW students. According to Council of Social Work Education (CSWE) accreditation standards, field supervisors for MSW students must hold a CSWE-accredited MSW degree and have 2 years of post-MSW work experience. Their role is to assist students with integrating the knowledge, skills, and the values and ethics of the social work profession and to provide them with opportunities to demonstrate competency. In the event that a field site does not have a staff member who holds a CSWE-accredited MSW degree with 2-years post-MSW experience, a faculty member is assigned to provide field supervision for MSW students.

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5020 Foundation Field II External Supervision must be taken concurrently with SWK 5400 Foundation Field II & Seminar. SWK 5020 is the second of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

**Council on Social Work Education Accreditation Standard 2.1.6:**

The field education program specifies that credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies, Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**Social Work Program Competencies**

The Council on Social Work Education (accreditation body) has named the following 9 areas of competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the MSW degree requirements, graduates will have the ability to:

10. Demonstrate ethical and professional behavior

11. Engage diversity and difference in practice
12. Advance human rights and social, economic and environmental justice
13. Engage in practice-informed research and research-informed practice
14. Engage in policy practice
15. Engage with individual, families, groups, organizations, and communities
16. Assess individuals, families, groups, organizations and communities
17. Intervene with individuals, families, groups, organizations and communities
18. Evaluate practice with individuals, families, groups, organizations and communities

**This syllabus covers requirements for the provision of external field supervision as part of the MSW field education program. You are expected to follow all guidelines detailed in the MSW Field Manual in addition to this syllabus.**

#### **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

**Learning Outcome 1: Use supervision/consultation effectively.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work practice.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 4: Demonstrate professional written and oral communication skills.**

Measurement of Outcome: learning contract and performance evaluations

#### **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

- l. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field site.
- m. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with student to help the student to integrate social work theories with field activities/assignments, demonstrate competency and to discuss field-related and/or social work profession-related problems/issues.
- n. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to share information with the MSW Field Director, field seminar faculty or other faculty).
- o. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity an external supervisor and field seminar instructor to the same student.
- p. Orient student to agency environment and activities.

- q. Identify and/or design activities that can help student meet the objectives of their learning contract.
- r. With input from student and field liaison, review, modify and sign the student's learning contract.
- s. Assist student to develop professional social work identity.
- t. Share practical experience, professional knowledge and skills, and organizational resources with student.
- u. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at least, once per semester, to discuss student progress and field practicum-related issues.
- v. Attend field orientation seminar/meetings organized by the Field Director/University.

## **REQUIRED MATERIALS**

MSW Field Manual

Other materials/readings assigned by external field supervisor

## **INSTRUCTIONAL METHODS**

External supervision will be provided through a combination of individual supervision sessions and small group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The MSW Field Director will assign students to external field supervisors based on both parties schedule, area of practice and geographic location. External supervisors will set their own meeting schedules in consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at the student's field site or the external supervisor's office as agreed upon by the supervisor and student. External supervisors will consult with each student's task instructor and the student during the learning contract development process and during the mid-term and final evaluation processes. This consultation can occur in-person, via phone conference or video conference. The external field supervisor must sign off on the learning contract, mid-term and final performance evaluations. The external field supervisor participates in the site visit with the field seminar instructor/field liaison that takes place at the student's field site.

## **GRADING**

**The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing grade for field supervision is required in order to pass field practicum and seminar. This grade is issued by the external field supervisor in consultation with the MSW Field Director. A student may fail external field supervision if (1) student does not meet the minimum supervision hour requirement (10 hours per semester), (2) student does not conduct themselves in a professional manner during interactions with their field supervisor as outlined in the Department of Social Work's Professional Performance Standards in the MSW Program Manual and listed below.**

Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;

advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

#### Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

##### 1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) Style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the UNCP Accessibility Resource Center.

##### 2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

##### 3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

##### 4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

##### 5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

##### 6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

#### 7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The NASW Code of Ethics
- b. The UNCP Student Academic Honor Code
- c. The Campus Association of Social Workers' Code of Ethics

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social Workers' Code of Ethics and the NASW Code of Ethics.

#### **CLASS AND UNIVERSITY POLICIES**

**The supervisor reserves the right to amend the syllabus as needed depending on work accomplished and needs of the student.**

**Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student Handbook.

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**Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

4. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
5. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
6. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

**Attendance and Participation Policy:** The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation; please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

- 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 2) Short-term illness with immediate medical documentation
- 3) Required appearance in a court of law with documentation
- 4) Required military duty with documentation
- 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 6) ADA/AA accommodation with documentation

Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

**Note:** It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

**Giving and Taking Help:** The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reaction papers, and other assignments, the benefits of the "process" are

usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

## UNIVERSITY SUPPORT SERVICES

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**Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students regardless of academic standing or class standing. Participants are matched up with a peer mentor to meet for one 30 minute session each week to discuss progress in current classes and help students further develop their academic skill sets such as time management, test preparation, utilization of textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's policies and procedures such as grade replacements and academic appeals. ARMs host regular skill enhancement workshops that are available to all students, including those not regularly seeing a mentor. Workshops address specific topics such as understanding your educational expenses, preparing for your future career, the importance of being involved on campus, and what to do in order to recover from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or [jennifer.bruner@uncp.edu](mailto:jennifer.bruner@uncp.edu).

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**A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*



UNIVERSITY of NORTH CAROLINA  
**P E M B R O K E**  
Department of Social Work

SWK 5030: Concentration Field I External Supervision

**Supervisor:**

**Phone:**

**Email:**

**Office:**

**Office Hours:** By Appointment

**COURSE DESCRIPTION**

The University of North Carolina at Pembroke through the Department of Social Work has established complementary relationships with over 300 local service agencies to provide field education and experiences for MSW students. According to Council of Social Work Education (CSWE) accreditation standards, field supervisors for MSW students must hold a CSWE-accredited MSW degree and have 2 years of post-MSW work experience. Their role is to assist students with integrating the knowledge, skills, and the values and ethics of the social work profession and to provide them with opportunities to demonstrate competency. In the event that a field site does not have a staff member who holds a CSWE-accredited MSW degree with 2-years post-MSW experience, a faculty member is assigned to provide field supervision for MSW students.

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5030 Concentration Field I External Supervision must be taken concurrently with SWK 5500 Concentration Field I & Seminar. SWK 5030 is the third of four external supervisor experiences that enable students to apply master's level coursework in an advanced generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

**Council on Social Work Education Accreditation Standard 2.1.6:**

The field education program specifies that credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies, Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**Social Work Program Competencies**

The Council on Social Work Education (accreditation body) has named the following 9 areas of competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the MSW degree requirements, graduates will have the ability to:

1. Demonstrate ethical and professional behavior

2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individual, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities

**This syllabus covers requirements for the provision of external field supervision as part of the MSW field education program. You are expected to follow all guidelines detailed in the MSW Field Manual in addition to this syllabus.**

#### **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

**Learning Outcome 1: Use supervision/consultation effectively.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work practice.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 4: Demonstrate professional written and oral communication skills.**

Measurement of Outcome: learning contract and performance evaluations

.

#### **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

- a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field site.
- b. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with student to help the student to integrate social work theories with field activities/assignments, demonstrate competency and to discuss field-related and/or social work profession-related problems/issues.
- c. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to share information with the MSW Field Director, field seminar faculty or other faculty).
- d. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity an external supervisor and field seminar instructor to the same student.

- e. Orient student to agency environment and activities.
- f. Identify and/or design activities that can help student meet the objectives of their learning contract.
- g. With input from student and field liaison, review, modify and sign the student's learning contract.
- h. Assist student to develop professional social work identity.
- i. Share practical experience, professional knowledge and skills, and organizational resources with student.
- j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at least, once per semester, to discuss student progress and field practicum-related issues.
- k. Attend field orientation seminar/meetings organized by the Field Director/University.

### **REQUIRED MATERIALS**

MSW Field Manual

Other materials/readings assigned by external field supervisor

### **INSTRUCTIONAL METHODS**

External supervision will be provided through a combination of individual supervision sessions and small group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The MSW Field Director will assign students to external field supervisors based on both parties schedule, area of practice and geographic location. External supervisors will set their own meeting schedules in consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at the student's field site or the external supervisor's office as agreed upon by the supervisor and student. External supervisors will consult with each student's task instructor and the student during the learning contract development process and during the mid-term and final evaluation processes. This consultation can occur in-person, via phone conference or video conference. The external field supervisor must sign off on the learning contract, mid-term and final performance evaluations. The external field supervisor participates in the site visit with the field seminar instructor/field liaison that takes place at the student's field site.

### **GRADING**

**The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing grade for field supervision is required in order to pass field practicum and seminar. This grade is issued by the external field supervisor in consultation with the MSW Field Director. A student may fail external field supervision if (1) student does not meet the minimum supervision hour requirement (10 hours per semester), (2) student does not conduct themselves in a professional manner during interactions with their field supervisor as outlined in the Department of Social Work's Professional Performance Standards in the MSW Program Manual and listed below.**

Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

#### Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

##### 1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) Style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the UNCP Accessibility Resource Center.

##### 2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
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SWK 5040: Concentration Field II External Supervision

**Supervisor:**

**Phone:**

**Email:**

**Office:**

**Office Hours:** By Appointment

**COURSE DESCRIPTION**

The University of North Carolina at Pembroke through the Department of Social Work has established complementary relationships with over 300 local service agencies to provide field education and experiences for MSW students. According to Council of Social Work Education (CSWE) accreditation standards, field supervisors for MSW students must hold a CSWE-accredited MSW degree and have 2 years of post-MSW work experience. Their role is to assist students with integrating the knowledge, skills, and the values and ethics of the social work profession and to provide them with opportunities to demonstrate competency. In the event that a field site does not have a staff member who holds a CSWE-accredited MSW degree with 2-years post-MSW experience, a faculty member is assigned to provide field supervision for MSW students.

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5040 Concentration Field II External Supervision must be taken concurrently with SWK 5800 Concentration Field II & Seminar. SWK 5040 is the third of four external supervisor experiences that enable students to apply master's level coursework in an advanced generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity.

The field practicum roles and relationships between the university and local agencies are guided by the Council of Social Work Education (CSWE) accreditation standard specified below:

**Council on Social Work Education Accreditation Standard 2.1.6:**

The field education program specifies that credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies, Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**Social Work Program Competencies**

The Council on Social Work Education (accreditation body) has named the following 9 areas of competency as part of the 2015 Educational Policy and Accreditation Standards. After completing the MSW degree requirements, graduates will have the ability to:

10. Demonstrate ethical and professional behavior
11. Engage diversity and difference in practice



12. Advance human rights and social, economic and environmental justice
13. Engage in practice-informed research and research-informed practice
14. Engage in policy practice
15. Engage with individual, families, groups, organizations, and communities
16. Assess individuals, families, groups, organizations and communities
17. Intervene with individuals, families, groups, organizations and communities
18. Evaluate practice with individuals, families, groups, organizations and communities

**This syllabus covers requirements for the provision of external field supervision as part of the MSW field education program. You are expected to follow all guidelines detailed in the MSW Field Manual in addition to this syllabus.**

#### **EXTERNAL FIELD SUPERVISION LEARNING OUTCOMES**

**Learning Outcome 1: Use supervision/consultation effectively.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 2: Integrate field experiences with practice behaviors and models of social work practice.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 3: Apply ETHIC model of reasoning to dilemmas faced in field education setting.**

Measurement of Outcome: learning contract and performance evaluations

**Learning Outcome 4: Demonstrate professional written and oral communication skills.**

Measurement of Outcome: learning contract and performance evaluations

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#### **EXTERNAL FIELD SUPERVISOR ROLES AND RESPONSIBILITIES**

- l. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field site.
- m. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with student to help the student to integrate social work theories with field activities/assignments, demonstrate competency and to discuss field-related and/or social work profession-related problems/issues.
- n. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to share information with the MSW Field Director, field seminar faculty or other faculty).
- o. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity as external supervisor and field seminar instructor to the same student.
- p. Orient student to agency environment and activities.

- q. Identify and/or design activities that can help student meet the objectives of their learning contract.
- r. With input from student and field liaison, review, modify and sign the student's learning contract.
- s. Assist student to develop professional social work identity.
- t. Share practical experience, professional knowledge and skills, and organizational resources with student.
- u. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at least, once per semester, to discuss student progress and field practicum-related issues.
- v. Attend field orientation seminar/meetings organized by the Field Director/University.

## **REQUIRED MATERIALS**

MSW Field Manual

Other materials/readings assigned by external field supervisor

## **INSTRUCTIONAL METHODS**

External supervision will be provided through a combination of individual supervision sessions and small group sessions scheduled on a regular basis throughout the semester (minimum of 10 sessions). The MSW Field Director will assign students to external field supervisors based on both parties schedule, area of practice and geographic location. External supervisors will set their own meeting schedules in consultation with students. The minimum of 10 supervision hours must be held in-person on campus, at the student's field site or the external supervisor's office as agreed upon by the supervisor and student. External supervisors will consult with each student's task instructor and the student during the learning contract development process and during the mid-term and final evaluation processes. This consultation can occur in-person, via phone conference or video conference. The external field supervisor must sign off on the learning contract, mid-term and final performance evaluations. The external field supervisor participates in the site visit with the field seminar instructor/field liaison that takes place at the student's field site.

## **GRADING**

**The field supervision experience is a graded using a (P) satisfactory / (F) unsatisfactory scale. A passing grade for field supervision is required in order to pass field practicum and seminar. This grade is issued by the external field supervisor in consultation with the MSW Field Director. A student may fail external field supervision if (1) student does not meet the minimum supervision hour requirement (10 hours per semester), (2) student does not conduct themselves in a professional manner during interactions with their field supervisor as outlined in the Department of Social Work's Professional Performance Standards in the MSW Program Manual and listed below.**

Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients;

advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

#### Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

##### 1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) Style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the UNCP Accessibility Resource Center.

##### 2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

##### 3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

##### 4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

##### 5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

##### 6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

#### 7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The NASW Code of Ethics
- b. The UNCP Student Academic Honor Code
- c. The Campus Association of Social Workers' Code of Ethics

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social Workers' Code of Ethics and the NASW Code of Ethics.

#### **CLASS AND UNIVERSITY POLICIES**

**The supervisor reserves the right to amend the syllabus as needed depending on work accomplished and needs of the student.**

**Grading:** The grading scale and policies for repeating courses are outlined in the MSW/Graduate Student Handbook.

**Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

**Religious Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

4. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
5. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
6. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

**Attendance and Participation Policy:** The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work classes (unless an exemption is provided to a student with a disability as an ADA/AA accommodation; please contact Disability Support Services at 910-521-6695 for eligibility for services). Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

- 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 2) Short-term illness with immediate medical documentation
- 3) Required appearance in a court of law with documentation
- 4) Required military duty with documentation
- 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 6) ADA/AA accommodation with documentation

Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

**Note:** It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

**Giving and Taking Help:** The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term

papers, book reports, reaction papers, and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

## UNIVERSITY SUPPORT SERVICES

**ADA Statement** Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

**Academic Resource Mentors (ARMs)** are available in the Center for Academic Excellence for all students regardless of academic standing or class standing. Participants are matched up with a peer mentor to meet for one 30 minute session each week to discuss progress in current classes and help students further develop their academic skill sets such as time management, test preparation, utilization of textbooks, note taking, and other valuable skills. Mentors also help students navigate the university's policies and procedures such as grade replacements and academic appeals. ARMs host regular skill enhancement workshops that are available to all students, including those not regularly seeing a mentor. Workshops address specific topics such as understanding your educational expenses, preparing for your future career, the importance of being involved on campus, and what to do in order to recover from academic struggles. Sign up for services by contacting Jennifer Bruner at 910-775-4391 or [jennifer.bruner@uncp.edu](mailto:jennifer.bruner@uncp.edu).

**The University Writing Center** staff works one-to-one with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from any course or department are welcome to use the Center. Tutors work with students on all types of writing assignments, including application essays and personal statements. The University Writing Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students should visit <http://www.uncp.edu/writing/>

**A Note about Self-Disclosure** The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

*University of North Carolina at Pembroke  
Department of Social Work*

## COURSE SYLLABUS

**SWK 6700: Integrated Health Policy and Services\***

Instructor: Office: Phone: Email:	Class Section: Day of Class: Class Time: Classroom: Inclement weather #: (910) 521-6888	<b>Office Hours:</b> Mondays: Tuesdays: Wednesdays: Thursdays: Fridays:
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### I. Course Description and Rationale

The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. The content of the course reflects the values of the social work profession and focuses on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness. Theories related to organizational structure and change within an Integrated Behavioral Health environment and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency, and society will be presented. The course will provide the knowledge and skills necessary for direct involvement in the political and organizational processes used to influence policy and delivery systems.

### II. Specific Course Objectives

Demonstrate an understanding the role of social workers and other professional disciplines within an Integrated Behavioral Healthcare (IBH) environment

- Develop an understanding of the history of health policy in the U.S., and the political, economic and social forces that have led to the development of our U.S. healthcare system
- Develop an understanding of current models, major issues and trends in IBH
- Demonstrate an understanding of the structure, organization, and funding arrangements of IBH service delivery systems
- Understand the importance of addressing health disparities in Health Information Systems (HIS)
- Acquire an understanding of the social worker's role in the formation and implementation of policies within IBH
- Demonstrate advocacy skills with service providers, community organizations, policy makers, and/or stakeholders related to IBH.

### III. Social Work Practice Competencies and Behaviors

#### Social Work Practice Behaviors

##### Competency 2: Engage Diversity and Difference in Practice

a.	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
b.	present themselves as learners and engage clients and constituencies as experts of their own experiences; and
c.	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

##### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

a.	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
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##### Competency 4: Engage In Practice-informed Research and Research-informed Practice

b.	apply critical thinking to engage in analysis of quantitative and qualitative research methods and
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research findings; and
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Competency 5: Engage in Policy Practice

a.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
b.	assess how social welfare and economic policies impact the delivery of and access to social services;
c.	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

a.	collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
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**IV. COURSE OUTLINE/CALENDAR**

Week/Date	Module	Activities	Practice Behavior	Outcome Measure
	Introduction:	Simulation exercise: Being a Person with Chronic Illness and Challenges of Seeking Care	All	Discussion; simulation task and debriefing
	Module 1: Need for Integrated Behavioral Healthcare in the United States	Assigned Readings: See reading list	2a; 5a	Discussion; quiz
	Module 2: Integrated Behavioral Health Models	Assigned Readings: See reading list	4a; 5a-b; 7a	Discussion; quiz; comparing health policies
	Module 3: Legislative Background	Assigned Readings: See reading list	4a; 5a-c	Discussion; quiz; public service announcement
	Module 4: Patient Protection and Affordable Care Act	Assigned Readings: See reading list	2a-c; 3a; 5a-c	Discussion; quiz; opinion Piece; comparing health policies
	Module 5: Integrated Behavioral Health & Disparities	Assigned Readings: See reading list	2a-c; 3a; 4b	Discussion; quiz; annotated bibliography
	Module 6: Funding for Integrated Behavioral Health Services	Assigned Readings: See reading list	2a-c; 3a; 4b	Discussion; quiz
	Module 7: Implementing Integrated Behavioral Health	Assigned Readings: See reading list	All	Discussion; quiz; Presentation: Interview
	Module 8: Advocacy	Assigned Readings: See reading list	2c; 3a; 5a-c	Discussion; quiz; opinion piece; public service announcement

***Introduction: Being a Person with Chronic Illness and Challenges of Seeking Care (Simulation Exercise)***



The goal of a simulation exercise is for students to take a real life role, address the issues connected to that role that they encounter during the simulation, and experience the consequences of the decisions that they make. Simulations differ from role plays in their length, and use of goals, barriers to reaching those goals, and the context of the task the students must complete. This exercise requires students to take on the role of a person who is seeking healthcare insurance under the Affordable Care Act, e.g., a single mother with two children whose income is 150% of poverty level, a college student whose parents are unemployed and uninsured, or an older adult who qualifies for both Medicaid and Medicare. Designate individual students to represent community agencies where the seeking student may go to get assistance with obtaining help. Set a time for seeking students to complete their task and do a debriefing with agency and seeking students about their experiences.

## **V. Assignments**

### **1. Annotated Bibliography**

Each student will select a major health/mental health policy issue to serve as his/her focus. Potential topics are listed below. Each student will need to find at least *8 articles from academic journals*, at least *2 from popular press sources* (may be from the web if they also appear in print, such as an article from the New York Times), and at least *1 source of information from a national, state, or local non-profit or governmental organization* that primarily focuses on this topic (may be a webpage or informational literature).

- Your bibliography will consist of a problem statement, an introduction to the issue, and a comprehensive annotated bibliography from a variety of fields.
- In your introduction, construct an overview of your identified health policy issue and its relationship to the health of the American public.
- Describe the incidence and prevalence of the problem.
- Include the following parameters: identification of at-risk populations; identification of risk factors, causes, known prevention measures; any efficacious evidence-based diagnosis and treatment that may or may not be available for the at-risk population and this specific health problem.
- What situations/barriers exist in the community that prevent elimination or decrease in this health problem?
- What situations/supports exist in the community that facilitate prevention, elimination or decrease in this health problem?
- Each annotation will consist of a 1-2 paragraph summary of the article in your own words and a 1-2 paragraph critical discussion of the article which may include how the article fits into the existing literature, or highlight the major contribution of the article to the literature, or discuss some element of the methodology or approach used in the article.

Possible topics include: Prescription drug coverage for older adults; the right to die / assisted suicide; policies related to substance abuse or addiction; mental health parity; policies related to genetic screening; stem cell research; poverty and child healthcare/health disparities; health insurance coverage; denial of care; access to care; health reform (any aspect); CLASS Act (part of the ACA); health disparities; disability policy (health aspects); gun control; obesity; comorbid health/mental health disorders; inequities in AIDS care (or any other medical/mental healthcare); smoking/drug policies in the U.S. (or another country); domestic violence policies; healthcare for the incarcerated / the homeless / for undocumented immigrants; teen pregnancy / reduction policies; reproductive health issues /

women's health issues; innovations in long term care for older adults; environmental health (how the environment we live in, including infrastructure, affects health and mental health).

## **2. Opinion Piece**

Students are to write an opinion piece on their impressions of the Affordable Care Act. Paper should address their personal opinion of the ACA, what they believe to be true about the Act and their opinion as to whether or not this is a good law.

## **3. Presentation: Interview**

Conduct an interview with a relative who is at least 65 years old. Ask them the following questions and summarize their answers in your short 10 minute presentation to the class. Goal is for the instructor to use the presentations to illustrate how the older population deals with their medical issues, Medicare, insurance coverage and to illustrate a wide variety of opinions about the ACA and the expectations.

- How do they pay for their health insurance?
- How much money do they have to spend, during an average month, for out of pocket health related costs, including co-pays, prescription drugs, over the counter medications/supplies.
- Has there been a time in their lives when they had health insurance and in their opinion was the coverage better than what they have currently? Have them give a description of the coverage.
- Ask them their opinion of the Affordable Healthcare Act and what they hope to gain because of its passage.
- If they could fix the healthcare system, what would they do?
- Describe a medical emergency that has occurred in their lives, the condition or medical issue, the length of time of the recovery, the estimated cost for the medical treatment, any challenges that happened as a result of the medical emergency and how the medical emergency cost was paid for by the individual or family member.

## **4. Team Presentation: Comparing Health Policies**

Form teams of 2-3 students. Each team is expected to do a comparison between the Affordable Care Act elements as upheld by the US Supreme Court in its July 2012 decision to one of the countries mentioned in the charts found in the David Squires Article, *The US Health System in Perspective: A Comparison of Twelve Industrialized Nations*, published by the Commonwealth fund. The teams should identify the top 5 strengths in the ACA and then compare and contrast these 5 strengths to the country's healthcare policies they have decided to analyze. Student teams will then develop a 15-20 minute presentation for the class outlining the similarities and differences and present their findings to the class for discussion.

## **5. Public Service Announcement (PSA) Video**

This assignment will be completed in teams of *no more than 3 students*. You can complete it on your own, if desired.

By completing this assignment you will:

- Be able to use a video camera and digital video editing software
- Understand how pen and paper, live visuals, and electronic texts work together to provide public information
- Display your understanding of theory and information from our class and other resources and incorporate these into a practical application

You will be given somewhat limited resources to complete this project, with limited time possibly the greatest constraint. Keep your design as simple as possible. Don't be too ambitious.

There will be three components to this project: a digital video, a presentation to the class, and an evaluation of the process.

Your ultimate goal is to produce a 1 to 2 minute original video dealing with an important health policy topic in a public service announcement type format. Each video will need to either provide information on the topic or create a persuasive argument for change. You must create at least some of your own material by filming. This may be combined with material available on the internet. The end result must contain some film you shot and must be your own creation. Do not use copyrighted material (with an exception for music if needed). Do not film anyone without their permission. Do not film on private property (unless your own or you have permission). No swearing, no violence.

Steps:

It helps if your topic either matches the topic of your policy paper or is something you know quite a lot about, so choose wisely.

Research. Start by thinking about the following questions:

- What did you find in your research that surprised you?
- How does this information conflict with your beliefs?
- How are the facts different that you expected?
- How might this issue/problem be solved?
- Is there a local or national agency/organization that deals with this issue?

If addressing a specific problem, you may try to ask/address questions that are aimed at finding explanations for the problem you are exploring, such as:

- How can you explain . . . ?
- What steps can you take to find explanations?
- What rationale can you give for . . . ?

Or, you may ask imaginative, speculative, and exploratory questions, such as:

What are some ways to promote . . . ?

What would you do if you were in charge?

Can you imagine all the benefits if . . . ?

Plan your project using the PSA Outline. Decide on a "plot." Think about who your target audience is and what message you want to communicate. What should your video achieve, and how? Use the Persuasion Map to plan your storyboard, filling in your Outline as follows:

- Section 1: What type of words should flash across the screen to put across the message or your *goal*? Think of a catchy phrase or slogan.
- Section 2: How could you discuss the *reasons* in the video? How do you convince people to listen to your message?
- Section 3: What are your *facts*? How will you share these facts dramatically?

Complete filming and/or compiling of images for your video. Edit to the appropriate length. Include a credits screen with resources (not included in the time cap).

Present your video on the last day of class. The final video and all worksheets should be burned onto a CD. Keep in mind that some video formats store the final version in *multiple* files.

During/after the presentations, each student will fill out the Evaluation Rubric (for videos created by other students) and the Reflecting on the Process sheet (for their own project).

Sources:

Brownstein, David. CAP-Foundations 103 Video Assignment: eWaste Public Service Announcement. Available: [www.brownstein.ca/teaching/103video-assignment.pdf](http://www.brownstein.ca/teaching/103video-assignment.pdf). See example videos at [http://ca.youtube.com/profile\\_videos?user=capubc](http://ca.youtube.com/profile_videos?user=capubc).

Kozdras, Deborah. MyTube: Changing the World with Video Public Service Announcements. Available: <http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-1069.html>

## 6. Policy Advocacy

This learning activity involves taking an advocacy position on a particular policy issue, proposing a task that addresses the issue, and carrying out that activity. This assignment can be done in groups of 4-6 or as a class. You will:

Choose a current health policy area related to integrated behavioral healthcare that interests you. It can be at the federal, state, county, local, and/or agency level. Examples include: addressing health literacy and the ACA, prescription drugs and integrative medicine practices, need for trained health professionals in rural areas. The policy/issue being targeted must be a social justice issue, either in relation to a vulnerable population or a social problem.

Write a brief proposal that includes:

- Statement of the policy, problem, and/or issue
- A historical context of the policy, problem, and/or issue
- The significance of the problem or issue to you both personally and professionally
- The social justice implications of the problem or issue
- The task(s) that you will perform relative to the policy or issue.

Once your proposal is returned and approved by the instructor, carry out the proposed task.

After you perform the task, evaluate its effectiveness in relation to the policy/issue. Write a paper that includes what you learned by carrying out this task. Attach additional items such as news releases, letters, legislative testimony, position papers, etc., that you developed.

## VI. EVALUATION OF COURSE OUTCOMES

ASSIGNMENT	POINTS
Annotated Bibliography	
Opinion Piece	
Presentation: Interview	
Team Presentation	
Public Service Announcement Video	
Policy Advocacy	
TOTAL	<b>100</b>

Final grades will be based on the following scale:

A 90-100	B 80-89	C 70-79	F 69 - below
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## vii. INSTRUCTIONAL METHODS

This course is supported via the “Blackboard” website. Methods of instruction may include lecture-discussion, simulation exercises, homework, webinars, and assigned readings. It is the responsibility of

the student to carefully read and understand the syllabus and all distributed assignments and materials. Consistently check Blackboard Learning Modules for weekly materials and activities.

Instructor response time and feedback to assignments will take place within a 72-hour period (during the business week, Monday-Friday) of the submission of the assignment. Students can visit My Grades/Grade Center in Blackboard to locate instructor feedback and/or grading.

### VIII. CLASS AND UNIVERSITY POLICIES

**Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

**Religious Holiday Policy Statement:** The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

**Absences for University-Sanctioned Events:** If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

**Attendance and Participation Policy:** The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work

classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please contact Accessibility Resource Center at 910-521-6695 for eligibility for services).

Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. In this course, such as missing a self-check, journal entry, blog, or quiz represents an absence resulting in a 1-point deduction for lack of course participation. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

- 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 2) Short-term illness with immediate medical documentation
- 3) Required appearance in a court of law with documentation
- 4) Required military duty with documentation
- 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 6) ADA accommodation with documentation

Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

**Note:** It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

**Giving and Taking Help:** The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reaction papers, and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

## **IX. ONLINE LEARNING**

Distance learning is self-directed. It requires a high level of individual responsibility, dedication, and self-discipline on the part of the student. In this course, each student is responsible for one's own work, progress, and success. In order to succeed, it is recommended that each student adhere to the following:

1. Attend all weekly online class activities, including responses to discussion-based activities and timely submission of assignments.
2. Back up every piece of work completed on disk and make a hard copy. If a student experiences personal computer challenges, the student is responsible for resolving one's own technical challenges. Do not contact the course instructor to resolve personal computer difficulties. Heavy internet use occurs during the evening hours of 8-10pm. Consider logging on at other times if possible.
3. Late Work: Each week's work must be completed by the date specified in the syllabus and

learning modules. Late submissions either receive decreased or no credit based on the assignment.

4. Every student is expected to participate on the electronic discussion as assigned. Also, postings should be meaningful, represent critical thinking, integrate course learning, and enhance the discussion. Plagiarized work receives zero points and possible failure of the course. Always cite works from other sources in APA Style format.
5. Attendance: Attendance is determined by timely completion of quizzes, tests, and assignments. Failure to complete the weekly work by "no later than" dates will be considered as an absence. Computers do crash yet this is not a legitimate reason to "miss" class by not submitting assignments as due. It is the student's responsibility to ensure access to a computer with internet connection, access to Blackboard, and alternate computer options during computer challenges.
6. Disappearing: No communication from a student during discussion-based assignments means the student has left the class. There can be **no Incompletes** in this course, as discussion-based assignments cannot be recreated.

**Netiquette (network etiquette)** At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that all work and forms of communication are proof read. If new to online learning or need a netiquette refresher, please view the guide titled, [The Core Rules of Netiquette](#).

**Email/Communication Procedures** Several assignments will be submitted via Blackboard. Students may send an extra copy of written assignments via email just as an extra precaution. All files must be saved as Microsoft Word documents, other formats will not be accepted.

**General Email** When sending email to the course instructor, the student must identify oneself fully by name and class through the university email account only (personal accounts such as yahoo, gmail, etc. are not acceptable and may not receive a response from the course instructor). Apply the netiquette methods in all email messages. The course instructor will check emails periodically and respond within 48 hours during the business week (Monday through Friday). Emails submitted on Fridays will receive a response within 48 hours during the next business week (Monday or Tuesday). Email is the best method of contacting the course instructor. Phone message contacts will receive responses within the same timeframes as noted for email contacts.

**Student-created Materials on the Online System** The instructor may require students to post their own work (i.e. blog postings) or, with the student's permission, may post a student's work on the online course site. Student work will be retained in the course site beyond the duration of the term until expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save any copies of their work.

## UNIVERSITY SUPPORT SERVICES

**ADA Statement:** Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

**Alternative Format Statement:** This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

**Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and provides mentoring to any student, addressing their unique academic concerns to guide them in

achieving their personal academic goals; contact [jennifer.bruner@uncp.edu](mailto:jennifer.bruner@uncp.edu) or 910-775-4391.

**NC-HCAP:** Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to students seeking to be employed in healthcare through test preparation workshops, course tutoring, guidance during the application process for healthcare programs, job shadowing, internships, and advisement; contact [hcap@uncp.edu](mailto:hcap@uncp.edu) or 910-521-6673.

**The Resource Learning Lab:** in the Academic Support Center offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact [mark.hunt@uncp.edu](mailto:mark.hunt@uncp.edu) or 910-775-4393.

**Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for students who are returning from an academic and/or financial aid suspension, assisting them to get back on track academically so that they can be successful at UNCP; contact [courtney.walters@uncp.edu](mailto:courtney.walters@uncp.edu) or 910-775-4408.

**TRIO programs:** This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact [trio@uncp.edu](mailto:trio@uncp.edu) or 910-521-6242.

**Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides student support services and academic resources for students transferring from community colleges and other institutions of higher education to the campus of UNC Pembroke; contact [transfer.transition@uncp.edu](mailto:transfer.transition@uncp.edu) or 910-521-6269.

**Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at [www.uncp.edu/asc/study/tutoring\\_request.html](http://www.uncp.edu/asc/study/tutoring_request.html) or contact [jennifer.mcneill@uncp.edu](mailto:jennifer.mcneill@uncp.edu) or 910-775-4311.

**The University Writing Center:** The University Writing Center, located in D.F. Lowry 308 and available online at [www.uncp.edu/writing](http://www.uncp.edu/writing), is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

**A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

## Reading List

### **Module 1: Need for Integrated Behavioral Healthcare in the United States**

#### **Required Reading**

Capoccia, V.A., Grazier, K.L., Toal, C., Ford, J.H., & Gustafson, D.H. (2012). Massachusetts's experience suggests coverage alone is insufficient to increase addiction disorders treatment. *Health Affairs*, 31(5), 1000-1008.

Gawande, A. (2011, January 24). The hot spotters: Can we lower medical costs by giving the neediest patients better care? *The New Yorker*.

Kathol, R.G., Butler, M., McAlpine, D., & Kane, R.L. (2010). Barriers to physical and mental condition integrated service delivery. *Psychosomatic Medicine*, 72, 511-518.

Katon, W., Russo, J., Lin, E.H.B., et al. (2012). Cost-effectiveness of a multicondition collaborative care intervention. *Archives of General Psychiatry*, 69(5), 506-514.

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- Nocon, R.S., Sharma, R., Birnberg, J.M., Ngo-Metzger, Q., Lee, S.M., & Chin, M.H. (2012). Association between patient-centered medical home rating and operating cost at federally funded health centers. *JAMA*, 308(1), 60-66.
- Reeves, W.C., Strine, T.W., Pratt, L.A., et al. (2011). *Mental Illness Surveillance Among Adults in the United States, Supplements 60(3)*, 1-32. Retrieved from: [http://www.cdc.gov/mmwr/preview/mmwrhtml/su6003a1.htm?s\\_cid=su6003a1\\_w](http://www.cdc.gov/mmwr/preview/mmwrhtml/su6003a1.htm?s_cid=su6003a1_w).
- Frontline (PBS). (2009). *Sick around America*. (55 minutes). Retrieved from: <http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>
- Williams, J.W. (2012). Integrative care: What the research shows. *North Carolina Medical Journal*, 73(3), 205-206.

## **Module 2: Integrated Behavioral Health Models**

### **Required Reading**

- Corrigan, P., & Watson, A. (2003). Factors that explain how policy makers distribute resources to mental health services. *Psychiatric Services*, 54(4), 501-507.
- Engle, G. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.
- Gagne, C., White, W., & Anthony, W. (2007). Recovery: A common vision for the field of mental health and addictions. *Psychiatric Rehabilitation Journal*, 31(1), 32-37.
- Ludwig, A. (1975). The psychiatrist as physician. *JAMA*, 234(6), 603-604.
- Koh, H., & Sebelius, K. (2010). Promoting prevention through the affordable care act. *New England Journal of Medicine*, 363(14), 1296-1299.
- Manderscheid, R., Ryff, C., Freeman, E., McKnight-Elly, L., Dhingra, S., & Strine, T. (2010). Evolving definitions of mental illness and wellness. *Preventing Chronic Disease*, 7(1), 1-6.
- Mauer, B., & Druss, B. (2010). Mind and body reunited: Improving care at the behavioral and primary healthcare interface. *The Journal of Behavioral Health Services & Research*, 37(4), 529-542.
- United States Department of Health and Human Services Substance Abuse Mental Health Services Administration. (2004). *National Consensus Statement on Mental Health Recovery*. Retrieved from: <http://store.samhsa.gov/shin/content//SMA05-4129/SMA05-4129.pdf>
- Wagner, E., Austin, B., & Von Korff, M. (1996). Organizing care for patients with chronic illness. *The Milbank Quarterly*, 74(4), 511-544.

## **Module 3: Legislative Background**

### **Required Reading**

- Code of Federal Regulations, 42 CFR, Part 2. Retrieved from: [http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&tpl=/ecfrbrowse/Title42/42cfr2\\_main\\_02.tpl](http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&tpl=/ecfrbrowse/Title42/42cfr2_main_02.tpl)
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- Department of Health and Human Services. (2009). *The Health Information Technology for Economic and Clinical Health Act*. Retrieved from: <http://www.hipaasurvivalguide.com/hitech-act-text.php>
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- Conner, C. (March 15, 2012). Healthcare wasn't broken. *Los Angeles Times*. Retrieved from: <http://articles.latimes.com/2012/mar/15/opinion/la-oe-conover-health-myths-20120315>
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- Mechanic, D. (2007). Mental health services then and now. *Health Affairs*, 26(6), 1548–1550.

#### **Module 4: Patient Protection and Affordable Care Act**

##### **Required Reading**

- The National Association of Social Workers. (Fall 2011). Accountable care organizations (ACOs): Opportunities for the social work profession. *Practice Perspectives*. Retrieved September 25, 2012 from <http://www.socialworkers.org/assets/secured/documents/practice/health/ACOs%20Opportunities%20for%20SWers.pdf>
- Health Policy Brief: Accountable Care Organizations. (2010). *Health Affairs*, July 27, 2010. Retrieved September 25, 2012 from [http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief\\_id=23](http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=23)
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### **Module 5: Integrated Behavioral Health & Disparities**

#### **Required Reading:**

- Adler, N. E., & Rehkopf, D. H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. *Annual Review of Public Health*, 29, 235-52.
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- Smedley, B. D, Stith, A. Y., & Nelson, A. R. (Eds.). (2002). *Unequal treatment: Confronting racial and ethnic disparities in healthcare*. Washington, DC: National Academies Press.

## **Module 6: Funding for Integrated Behavioral Health Services**

### **Required Reading**

- Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). The triple aim: Care, health, and cost." *Health Affairs*, 27(3), 759-769.
- Croft, B., & Parish, S. (2011). Care Integration in the Patient Protection and Affordable Care Act: Implications for Behavioral Health. *Administration and Policy in Mental Health and Mental Health Services Research*, 1-6.
- Hamblin, A., Verdier, J., & Au, M. (2011). State options for Integrating Physical and Behavioral Healthcare. *Integrated Care Resource Center. Technical Assistance Brief*, 1-12.
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## **Module 7: Implementing Integrated Behavioral Health**

### **Required Reading**

- Aarons, M., Sommerfeld, D., & Willging, C. (2011). The soft underbelly of system change: The role of leadership and organization climate in turnover during statewide behavioral health reform. *Psychological Services*, 8(4), 269-281.
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- Center for Rehabilitation and Recovery. (2012). *What consumers need to know about health homes*. New York, NY: Coalition for Behavioral Health Agencies.
- Druss B.G., Zhao, L., von Esenwein, S.A., Bona, J.R., Fricks, L., Jenkins-Tucker, S., Sterling, E., Diclemente, R., & Lorig, K. (2010). The Health and Recovery Peer (HARP) Program: A peer-led intervention to improve medical self-management for persons with serious mental illness. *Schizophrenia Research*, 118(1-3), 264-70.
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- Mauch, D. (2011). *Implementing mental health and substance abuse integration: Drivers and consideration*. Presentation at the 2011 National Association of State Mental Health Program Directors Meeting.
- Miller B. F., Kessler R., Peek C. J., & Kallenberg, G. A. (2011). *A national agenda for research in collaborative care: Papers from the collaborative care research network research development conference*. AHRQ Publication No. 11-0067. Rockville, MD: Agency for Healthcare Research and Quality.
- Molfenter, T., Capoccia, V., Boyle, M., & Sherbeck, C. (2011). The readiness of addiction treatment agencies for healthcare reform. *Substance Abuse Treatment, Prevention, and Policy*, 7(16).
- Nutting, P., Crabtree, B., Miller, W., Strange, K., Stewart, E., & Jaen, C. (2011). Transforming physician practice to patient-centered medical homes: Lessons from the National Demonstration Project. *Health Affairs*, 30(3), 439-445.
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- SAMSHA-HRSA Center for Integrated Health Solutions (2012). *Behavioral Health Homes for People with Mental Health & Substance Use Conditions: The Core Clinical Features*. Washington, DC: Author.
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- Torres T. (2009). *A Model for Self-Management Support in the Patient-Centered Medical Home*. Grand Blanc, MI: Genesys Health Network. Retrieved from: [www.genesys.org/GRMCWeb.nsf/HealthWorks\\_Overview.pdf](http://www.genesys.org/GRMCWeb.nsf/HealthWorks_Overview.pdf).
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- Alcoholics Anonymous World Services, Inc. (1976). *Questions and Answer on Sponsorship*, New York: The A. A. Grapevine, Inc. Retrieved from [http://www.aa.org/pdf/products/p-15\\_Q&AonSpon.pdf](http://www.aa.org/pdf/products/p-15_Q&AonSpon.pdf)
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- Center for Substance Abuse Treatment. (2009). *What are peer recovery supports?* HHS Publication no. (SMA) 09-4454, Rockville MD: Substance Abuse Mental Health Services Administration, US Department of Health and Human Services.
- Integrated Care Resource Center. (2012). *Low cost, low administrative burden ways to better integrate care for Medicare-Medicaid enrollees*, Technical Assistance Brief. Retrieved from: [http://www.chcs.org/usr\\_doc/ICRC\\_-\\_Low\\_Cost\\_Approaches\\_to\\_Integration\\_FINAL.pdf](http://www.chcs.org/usr_doc/ICRC_-_Low_Cost_Approaches_to_Integration_FINAL.pdf)
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- Agency for Healthcare Research and Quality (AHRQ). (2010). *Health navigators, support self-management with primary care patients, leading to improved behaviors and lower utilization*. Retrieved from: <http://www.innovations.ahrq.gov/content.aspx?id=2905>
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- Eds.), *Community mental health: Challenges for the 21st Century* (pp. 247-257). New York: Routledge.
- Aston, S. J. et al. (2012). Interprofessional education: A review and analysis of programs from three academic health centers. *Academic Medicine*, 87(7), 949-955.
- Canadian Interprofessional Health Collaborative. (2010). *A national interprofessional competency framework*. Vancouver, BC: Canadian Interprofessional Health Collaborative. Retrieved from: <http://www.cihc.ca/resources/publications>.
- Institute of Medicine. (2003). *Health professions education: A bridge to quality*. Washington, DC: the National Academies Press.
- World Health Organization (WHO). (2010). *Framework for action on interprofessional education and collaborative practice*. Geneva: WHO. From: [http://whqlibdoc.who.int/hq/2010/WHO\\_HRH\\_HPN\\_10.3\\_eng.pdf](http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf).

## **Module 8: Advocacy**

### **Required Reading**

- Jansson, B. (2010). *Becoming an effective policy advocate*. Chapter 3. Belmont, CA: Brooks/Cole.
- Jansson, B. (2011). *Improving healthcare through advocacy*. Chapters 12-14. Hoboken, NJ: Wiley.

### **Useful Websites**

- AHRQ: The Academy Integrating Behavioral Health and Primary Care  
<http://integrationacademy.ahrq.gov/>
- ARHQ: Patient Centered Medical Home Resource Center  
[www.pcmh.ahrq.gov/portal/server.pt/community/pcmh\\_home/1483](http://www.pcmh.ahrq.gov/portal/server.pt/community/pcmh_home/1483)
- California Integrated Behavioral Health Project  
<http://ibhp.org/index.php?section=pages&cid=152>
- The Commonwealth Fund  
<http://www.commonwealthfund.org/>
- CSWE PPACA of 2010: A Guide for Social Workers  
<http://www.cswe.org/File.aspx?id=48334>
- Henry J. Kaiser Family Foundation: *Health Reform Source*  
<http://healthreform.kff.org/>
- Integrated Care Resource Center (CMS)  
<http://www.integratedcareresourcecenter.com/Default.aspx>
- Massachusetts Blue Cross Blue Shield Health Reform  
<http://bluecrossmafoundation.org/Health-Reform/Lessons.aspx>
- National Standards on Culturally and Linguistically Appropriate Services (CLAS)  
<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>
- The New York Times: Healthcare Reform  
[http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health\\_insurance\\_and\\_managed\\_care/health\\_care\\_reform/index.html](http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health_insurance_and_managed_care/health_care_reform/index.html)
- Patient-Centered Primary Care Collaborative  
[www.pcpcc.net/](http://www.pcpcc.net/)
- PBS Unnatural Causes  
[http://www.pbs.org/unnaturalcauses/explore\\_learn.htm](http://www.pbs.org/unnaturalcauses/explore_learn.htm)
- Robert Wood Johnson: Health Policy Connection  
<http://www.rwjf.org/healthpolicy/coverage/index.jsp>
- SAMHSA-HRSA Center for Integrated Health Solutions  
<http://www.integration.samhsa.gov/>
- The University of Washington AIMS Center  
<http://uwaims.org/index.html>
- CDC: The State of Mental Health and Aging in America  
<http://apps.nccd.cdc.gov/MAHA/MahaHome.aspx>
- UCLA Health Policy Institutes: Health Disparities

\*The syllabus was designed by The Social Work and Integrated Care Project team and adopted by UNCP Department of Social Work

*University of North Carolina at Pembroke  
Department of Social Work*

**COURSE SYLLABUS**

**SWK 0000: International Social Work and Social Development**

Instructor: Office: Phone: Email:	Class Section: Day of Class: Class Time: Classroom: Inclement weather #: (910) 521-6888	<b>Office Hours:</b> Mondays: Tuesdays: Wednesdays: Thursdays: Fridays:
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**III. Course Description and Rationale**

The purpose of this course is to expose students to theories, perspectives, and strategies of social work practice and social development in industrialized, non-Western countries. Students will explore the historical, sociocultural, economic, and environmental factors that influence social service delivery in selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also explore the impact of globalization on social service delivery and strategies. The course will cover the roles social workers and social welfare organization play in the selected countries. Students will have opportunity to learn about various social work interventions strategies employed in the geographic regions covered.

**Specific Course Objectives**

- Define and describe international social work, and the role of social workers and social welfare organizations in social development.
- Understand the critical political, sociocultural, economic and environmental issues that impact social welfare in non-Western countries.
- Describe some of the social work and social development strategies use in non-Western and their effectiveness in dealing with social problems.
- Understand the impact on globalization on the social welfare of non-Western countries.
- Acquire the knowledge, values and skills to develop personal model of international social work practice.
- Increase student interest and participation in international social work practice

**Social Work Practice Competencies and Behaviors**

Competency 1: Demonstrate Ethical and Professional Behavior

a.	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
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b.	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
c.	demonstrate professional demeanor in behavior; appearance; and oral, written, an electronic communication;
d.	use technology ethically and appropriately to facilitate practice outcomes; and

#### Competency 2: Engage Diversity and Difference in Practice

a.	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
c.	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

a.	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
b.	engage in practices that advance social, economic, and environmental justice.

#### Competency 4: Engage In Practice-informed Research and Research-informed Practice

b.	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
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#### Competency 5: Engage in Policy Practice

a.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
b.	assess how social welfare and economic policies impact the delivery of and access to social services;
c.	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

a.	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
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#### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

b.	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
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#### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

b.	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
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#### **REQUIRED TEXT:**

Healy, Lynne (2008). *International social work: Professional action in an interdependent world* (2<sup>nd</sup> ed). New York, NY: Oxford University Press.

#### **RECOMMENDED TEXT:**

Billups, J. O. (2002). *Faithful angels: Portraits of international social work notables*. Washington, DC: NASW Press.

Gray, M. Coates, J., & Yellow Bird M. (2008). *Indigenous social work around the world: Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

Midgley, J. & Conley, A. (2010). *Social work and social development: Theories and skills for*



developmental social work. New York: NY: Oxford University Press.

**SUPPLEMENTAL READING:**

\*See reading list for more recommended readings.

**COURSE OUTLINE/CALENDAR**

Week/Date	Topic	Reading/Activities	Practice Behavior	Outcome Measure
1	Syllabus Overview; Definition and history of International social work	Healy Chp 1 & 6 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz
2	International Social Work action: Past and present	Healy Chp 7 & 8 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz
3	Values and Ethics of International Social Work	Healy Chp 9 Supplemental Reading	1a&b; 2c; 3a&b; 7d	Discussion; quiz;
4	International Social Work and Human Rights	Healy Chp 3 Supplemental Reading	2a; 6a; 7b; 8b	Discussion; quiz;
5	International Social Work and Globalization	Healy Chp 2 Supplemental Reading	6a; 7b; 8b	Discussion; quiz;
6	Social Work and International social change and development; International social work skill exchange	Healy Chp 13 & 14 Supplemental Reading	5a-c; 6a; 7b; 8b &d	Discussion; quiz;
7	Critical global social issues	Healy Chp 4 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz;
8	Advocating for social issues in global context	Healy Chp 12 Supplemental Reading	6a; 7b; 8b	Discussion; quiz,
9	Intersection of International and domestic social work	Healy Chp 11 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz;
10	International social welfare organizations	Healy Chp 5 Supplemental Reading	2a; 4b; 5a & b	Discussion; quiz;
11	Relief Service Provision	Healy Chp 10 Supplemental Reading	5a-c; 6a; 7b; 8b	Discussion; quiz;
12	Presentation	TBA	1c & d; 2a	Presentation
13	Presentation	TBA	1c & d; 2a	Presentation
14	Presentation	TBA	1c & d; 2a	Presentation
15	Presentation	TBA	1c & d; 2a	Presentation

**VI. Assignments**

**1. Comparing Human Development Index**

Using the components of the Human Development Index (HDI), compare the HDI of 4 countries, one from each geographic region: Asia, Africa, Latin America, and the South Pacific. Comparison must be written as narrative. Discussion must include the political, sociocultural, and economic factors that may have contributed to differences in the HDIs.

## 2. International Convention or Treaty

Select one international convention or treaty that focuses on a social welfare problem of interest to you. Discuss the magnitude and significance of the social problem that precipitated the convention or treaty. Your discussion must also include the history, political, sociocultural, economic, and/or environmental factors that shaped the actual convention or treaty. Cover the extent of the compliance by signatory countries/institutions/agencies, any strengths and limitations, and suggest ways to improve compliance and/or enforcement of the convention or treaty.

## 3. Analysis of a social work intervention or social development strategy

Choose any one country and a social welfare problem of interest to you. Conduct a literature review on your chosen social problem. Your discussion must cite a minimum of 8 peer reviewed articles. Discuss the magnitude of the problem and the characteristics of the people mostly affected; the social justice implication of the problem; the social work practice approach or development strategy employed to address the problem, and the theory underlying that development strategy; discuss the impact or results (i.e., successes and/or failures) of the adopted strategies and possible factors that contributed to the results. Include discussions on any unintended consequences of the strategies and suggest ways to increase the effectiveness of the strategy (note: suggestion of improvement in strategy must be relevant to your chosen country or tailored to fit that country's context).

## 4. Oral Presentation: Analysis of social work intervention/social development strategy

Each student will do a 10-15 minutes PowerPoint presentation of his/her Social Development Strategy paper. Your presentation must be exclusively oral, do not integrate any youtube video into your presentation.

## 5. Quizzes

Students will be required to complete a numbers of quizzes Late submitted quizzes are not accepted. These quizzes are used to assess the student's current learning about the course. The quizzes may consist of items including multiple choice, true/false, or short answer. Quizzes may or may not be time.

## 6. Discussion

Students will be required to read, process, and synthesize assigned readings for blackboard discussion. Your initial post is to be a minimum of 200 words. You will be required to make one response post to a peer of your choice at a minimum of 150 words. Late submitted postings are not accepted.

## EVALUATION OF COURSE OUTCOMES

ASSIGNMENT	POINTS
Comparing Human Development Index	
International Convention or Treaty	
Analysis of a social work intervention or social development strategy	
Oral Presentation: Analysis of social work intervention/social development strategy	
Quizzes	
Discussion	
TOTAL	<b>100</b>

Final grades will be based on the following scale:

A 90-100	B 80-89	C 70-79	F 69 - below
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## INSTRUCTIONAL METHODS

This course is supported via the “Blackboard” website. Methods of instruction may include lecture-discussion, simulation exercises, homework, webinars, and assigned readings. It is the responsibility of the student to carefully read and understand the syllabus and all distributed assignments and materials. Consistently check Blackboard Learning Modules for weekly materials and activities.

Instructor response time and feedback to assignments will take place within a 72-hour period (during the business week, Monday-Friday) of the submission of the assignment. Students can visit My Grades/Grade Center in Blackboard to locate instructor feedback and/or grading.

## CLASS AND UNIVERSITY POLICIES

**Academic Honor Code:** By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

**Religious Holiday Policy Statement:** The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students’ religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

**Absences for University-Sanctioned Events:** If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

**Attendance and Participation Policy:** The graduate social work program is accredited by the Council on Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the ten CSWE Educational Policy and Accreditation Standards (EPAS) core competencies. The MSW program provides sequential topics and experiential activities within a collaborative learning environment that

offers opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is mandatory for all social work classes (unless an exemption is provided to a student with a disability as an ADA accommodation; please contact Accessibility Resource Center at 910-521-6695 for eligibility for services).

Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. In this course, such as missing a self-check, journal entry, blog, or quiz represents an absence resulting in a 1-point deduction for lack of course participation. The following are reasons for which excused absences could possibly be permitted for a class session based on the individual course instructor approval:

- 1) Religious holidays (must meet the conditions specified in the UNCP Religious Holiday policy)
- 2) Short-term illness with immediate medical documentation
- 3) Required appearance in a court of law with documentation
- 4) Required military duty with documentation
- 5) Participation in a University-sponsored activity (prior approval of instructor is required)
- 6) ADA accommodation with documentation

Course instructors may, at their own discretion, allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination, will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

**Note:** It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, creates gaps in the student's knowledge of course content and minimizes opportunities for experiential learning. Students who have a documented disability will be responded to on an individual basis. Students are strongly encouraged to use any absences in a well-determined manner.

**Giving and Taking Help:** The practice of social work includes two important concepts: "process" and "outcome". Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving a goal. The social work faculty finds that the "process" is as significant as the "outcome." When one student assists another by sharing projects, term papers, book reports, reaction papers, and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, *do not share your work with other students*. The social work faculty considers such behavior as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code. You are also not to use the same assignment in two different classes without permission of both instructors.

### **ONLINE LEARNING**

Distance learning is self-directed. It requires a high level of individual responsibility, dedication, and self-discipline on the part of the student. In this course, each student is responsible for one's own work, progress, and success. In order to succeed, it is recommended that each student adhere to the following:

1. Attend all weekly online class activities, including responses to discussion-based activities

and timely submission of assignments.

2. Back up every piece of work completed on disk and make a hard copy. If a student experiences personal computer challenges, the student is responsible for resolving one's own technical challenges. Do not contact the course instructor to resolve personal computer difficulties. Heavy internet use occurs during the evening hours of 8-10pm. Consider logging on at other times if possible.
3. Late Work: Each week's work must be completed by the date specified in the syllabus and learning modules. Late submissions either receive decreased or no credit based on the assignment.
4. Every student is expected to participate on the electronic discussion as assigned. Also, postings should be meaningful, represent critical thinking, integrate course learning, and enhance the discussion. Plagiarized work receives zero points and possible failure of the course. Always cite works from other sources in APA Style format.
5. Attendance: Attendance is determined by timely completion of quizzes, tests, and assignments. Failure to complete the weekly work by "no later than" dates will be considered as an absence. Computers do crash yet this is not a legitimate reason to "miss" class by not submitting assignments as due. It is the student's responsibility to ensure access to a computer with internet connection, access to Blackboard, and alternate computer options during computer challenges.
6. Disappearing: No communication from a student during discussion-based assignments means the student has left the class. There can be **no Incompletes** in this course, as discussion-based assignments cannot be recreated.

**Netiquette (network etiquette)** At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that all work and forms of communication are proof read. If new to online learning or need a netiquette refresher, please view the guide titled, [The Core Rules of Netiquette](#).

**Email/Communication Procedures** Several assignments will be submitted via Blackboard. Students may send an extra copy of written assignments via email just as an extra precaution. All files must be saved as Microsoft Word documents, other formats will not be accepted.

**General Email** When sending email to the course instructor, the student must identify oneself fully by name and class through the university email account only (personal accounts such as yahoo, gmail, etc. are not acceptable and may not receive a response from the course instructor). Apply the netiquette methods in all email messages. The course instructor will check emails periodically and respond within 48 hours during the business week (Monday through Friday). Emails submitted on Fridays will receive a response within 48 hours during the next business week (Monday or Tuesday). Email is the best method of contacting the course instructor. Phone message contacts will receive responses within the same timeframes as noted for email contacts.

**Student-created Materials on the Online System** The instructor may require students to post their own work (i.e. blog postings) or, with the student's permission, may post a student's work on the online course site. Student work will be retained in the course site beyond the duration of the term until expiration from the Blackboard site. As the site will eventually expire, students are encouraged to save any copies of their work.

## UNIVERSITY SUPPORT SERVICES

**ADA Statement:** Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the

accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

**Alternative Format Statement:** This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

**Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and provides mentoring to any student, addressing their unique academic concerns to guide them in achieving their personal academic goals; contact [jennifer.bruner@uncp.edu](mailto:jennifer.bruner@uncp.edu) or 910-775-4391.

**NC-HCAP:** Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to students seeking to be employed in healthcare through test preparation workshops, course tutoring, guidance during the application process for healthcare programs, job shadowing, internships, and advisement; contact [hcap@uncp.edu](mailto:hcap@uncp.edu) or 910-521-6673.

**The Resource Learning Lab:** in the Academic Support Center offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact [mark.hunt@uncp.edu](mailto:mark.hunt@uncp.edu) or 910-775-4393.

**Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for students who are returning from an academic and/or financial aid suspension, assisting them to get back on track academically so that they can be successful at UNCP; contact [courtney.walters@uncp.edu](mailto:courtney.walters@uncp.edu) or 910-775-4408.

**TRIO programs:** This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact [trio@uncp.edu](mailto:trio@uncp.edu) or 910-521-6242.

**Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides student support services and academic resources for students transferring from community colleges and other institutions of higher education to the campus of UNC Pembroke; contact [transfer.transition@uncp.edu](mailto:transfer.transition@uncp.edu) or 910-521-6269.

**Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at [www.uncp.edu/asc/study/tutoring\\_request.html](http://www.uncp.edu/asc/study/tutoring_request.html) or contact [jennifer.mcneill@uncp.edu](mailto:jennifer.mcneill@uncp.edu) or 910-775-4311.

**The University Writing Center:** The University Writing Center, located in D.F. Lowry 308 and available online at [www.uncp.edu/writing](http://www.uncp.edu/writing), is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

**A Note about Self-Disclosure:** The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

### Supplemental Reading List

Booth, A. (2007). Colonial legacies: Economic and social development in East and Southeast Asia. Honolulu, HI: University of Hawaii Press.

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- Pyles, L. (2008). The capabilities approach and violence against women: Implications for social development. *International Social Work*, 51(1), 25-36.
- Ryan, M. (2000). Learning to care for clients in their world, not mine. *Journal of Nursing Education*, 39, 401-408.
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- Tice, C. J. & Long, D. D. (Eds.) (2009). *International social work policy and practice: Practical insights and perspectives*. Hoboken, NJ: Wiley.
- United Nations Development Program (2015). *Human development Report, 2015* from: [http://hdr.undp.org/sites/default/files/2015\\_human\\_development\\_report\\_1.pdf](http://hdr.undp.org/sites/default/files/2015_human_development_report_1.pdf)

[Return to Agenda](#)

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