

AGENDA
Meeting of the Academic Affairs Committee
Wednesday, February 19, 2014
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Jeremy Sellers (Senator)
Cherry Beasley (Senator)	Joanna Hersey (chair of General Education)
Jeff Bolles (Senator)	Jaime Martinez (chair of Curriculum)
Rick Crandall (Senator)	Lisa Mitchell (chair of Enrollment)
David Nikkel (Senator)	Larry Arnold (chair of Academic Support)
Maria Pereira (Senator)	Ken Kitts (Provost and VC for Academic Affairs)
Jesse Peters (Senator)	

- I. Call to Order
- II. Approval of the Minutes of the January 15, 2014 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. Proposals from the Department of Mass Communication

- 5.1 Course Proposal:** Revise description of MCM 2500 Film Appreciation
5.2 Course Proposal: Revise title and description of BRD 3130 Broadcast Copywriting
5.3 Course Proposal: Revise description and prerequisites for BRD 3140 Broadcast Journalism
5.6 Course Proposal: Delete BRD 2800 Computer Animation
5.7 Course Proposal: Delete BRD 4160 Broadcast Advertising and Sales

6. Proposals from the Department of History

- 6.1 Course Proposal:** Delete AST 2010 Introduction to American Studies
6.4 Course Proposal: Remove variable credit-hour option from SSE 4480 Internship in Social Studies in the Secondary School
6.5 Course Proposal: Revise title of HST 3620 African American History from Emancipation to the Present
6.6 Course Proposal: Revise title of HST 4070 Women in U.S. History, 1870-Present
6.7 Course Proposal: Revise title, description, and prerequisites for HST 3000 Introduction to the Study of History

6.8 Course Proposal: Revise description of HST 4550 Historical Sites Study

6.9 Course Proposal: Delete HST 3940, 4020, 4100, 4260, and 4830

b) ***Actions Requiring AA Approval Only*** ([Appendix C](#))

4. Proposals from the Department of Social Work

4.1 Course Proposal: Create SWK 6200 Assessment and Treatment of Substance Abuse Disorder

4.2 Course Proposal: Create SWK 6300 Human Trafficking in the US

4.3 Course Proposal: Create SWK 6400 Forensic Social Work

4.4 Course Proposal: Create SWK 6500 Military Social Work

5. Proposals from the Department of Mass Communication

5.4 Course Proposal: Create BRD 3170 Screenwriting

5.5 Course Proposal: Create BRD 3700 Visual Effects and Post

6. Proposals from the Department of History.

6.2 Course Proposal: Create HST 2010 Introduction to American Studies

6.3 Program Proposal: Revise Minor in American Studies (replace AST 2010 with HST 2010)

6.10 Program Proposal: Revise “Basic History” requirements for B.A. in History to include new general education course (HST 1030)

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

4. Proposals from the Department of Social Work

4.5 Program Proposal: Add SWK 6200, 6300, 6400, and 6500 to the elective options for Master of Social Work degree

5. Proposals from the Department of Mass Communication

5.8 Program Proposal: Revise requirements in Broadcasting Track

- B. Enrollment Management: Lisa Mitchell, Chair
- C. General Education: Joanna Hersey, Chair
- D. Academic Support Services: Larry Arnold, Chair
- E. Old Business
- F. New Business
- G. Announcements
- H. Adjournment

Appendix A
Minutes (pending approval)
Meeting of the Academic Affairs Committee
Wednesday, January 15, 2014
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Jeremy Sellers (Senator)
Cherry Beasley (Senator)	Joanna Hersey (chair of General Education)
Jeff Bolles (Senator)	Jaime Martinez (chair of Curriculum)
Rick Crandall (Senator)	Lisa Mitchell (chair of Enrollment)
David Nikkel (Senator)	Larry Arnold (chair of Academic Support)
Maria Pereira (Senator)	Ken Kitts (Provost and VC for Academic Affairs)
Jesse Peters (Senator)	

Present: D'Arruda, Bolles, Crandall, Nikkel, Pereira, Sellers, Hersey, Martinez, Mitchell
Absent: Beasley, Peters, Arnold

Guests: Liz Normandy, Beth Froeba, Karen Pruitt, Paul Flowers

- VI. Call to Order **3:32 PM**
- VII. Approval of the Minutes of the November 20 16, 2013 Meeting
Approved unanimously
- VIII. Approval of the Agenda **Approved unanimously**
- IX. Report from the Chair - **No report – Questions regarding classroom assignment may be brought up at Senate.**
- X. Reports from Subcommittees
 - I. Curriculum: Jaime Martinez, Chair
a) Actions Requiring only AA Chair Signature
 - 1. Proposals from the Department of English, Theatre, and Foreign Languages**
 - 4.1 Course Proposal:** Revise description of SPN 3110: Spanish Composition and Review of Grammar
 - 4.2 Course Proposal:** Revise description of SPN 3120: Spanish Conversation
 - 4.3 Course Proposal:** Revise description and prerequisites for SPN 3200: Literary Analysis and Criticism in Spanish

4.4 Course Proposal: Revise prerequisites for SPN 3210, SPN 3220, SPN 3310, and SPN 3320

4.5 Course Proposal: Revise description and prerequisites for SPN 3700: Advanced Grammar and Composition

4.6 Course Proposal: Revise prerequisites for SPN 4130, SPN 4140, SPN 4150, SPN 4230, SPN 4240, and SPN 4250

2. Proposal from the Department of Health, Physical Education, and Recreation

6.1 Course Proposal: Make EXER 5990 a repeatable course

3. Proposals from the Advising Center

7.4 Course Proposal: Delete FRS 1000, FRS 1010, and TRS 1000

4. Proposals from the Career Center

8.2 Course Proposal: Delete CAR 1010

b) Actions Requiring AA Approval Only

1. Proposals from the Advising Center *Approved 8-0-0*

7.1 Course Proposal: Create UNV 1000: Freshman Seminar

7.2 Course Proposal: Create UNV 1010: Learning Community

7.3 Course Proposal: Create UNV 1060: New Transfer Seminar

2. Proposals from the Career Center *Approved 8-0-0*

8.1 Course Proposal: Create UNV 1050: Introduction to Career Development
Proposals 8.1-passed-8 for, 0 against, 0 abstain

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

1. Proposal from the Department of Chemistry and Physics *Approved 8-0-0*

5.1 Program Proposal: Create a new track (Analytical Chemistry) for the B.S. in Chemistry degree

Proposals 5.1 passed: 8 for, 0 against, 0 abstain

J. Enrollment Management: Lisa Mitchell, Chair – **No Quorum, No Report**

K. General Education: Joanna Hersey, Chair – **No Report**

L. Academic Support Services: Larry Arnold, Chair – **No Report**

M. Old Business - **None**

N. New Business - **None**

O. Announcements - **None**

P. Adjournment **3:38 PM**

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Appendix B Actions Requiring only AA Chair Signature

5. Proposals from the Department of Mass Communication

5.1 Course Proposal: Revise catalog description of MCM 2500 to include information about business/commercial aspects of film industry.

Rationale: The proposed curriculum change for the broadcasting track of Mass Communication allows students to take Broadcast Programming and Management or Film Appreciation as a means to fulfill credits for the course. Adding a business component to the film appreciation course will make the courses parallel each other; one as a study of the TV industry, the other a study of the film industry.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

MCM 2500 Film Appreciation

Hours: 3.0

Prerequisites: No

Required: No

Revised Course description: A holistic examination of feature films and their impact on culture and society. While emphasis is given to the American film experience, global perspectives will also be examined. Course foundations begin with the evolution of film and the historical development of the discursive techniques used to convey meaning to audiences. Topics regarding the aesthetics of films (mise en scene, kinetics, narrative, etc.) and **examination of film as a commercial industry** will follow; ~~revealing the language and techniques inherent in the art of modern-day filmmaking.~~

Course title: Film Appreciation

Code: LEC

5.2 Course Proposal: Revise title and description of BRD 3130. Broadcast Copywriting will become Broadcast Advertising.

Rationale: The department is planning to eliminate "Broadcast Advertising and Sales" as it is an elective that is seldom taught due to personnel constraints. The department plans to combine content from "Advertising and Sales" with content in "Broadcast Copywriting" to expand the scope of the course.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No
 Articulation: No
 Additional Resources: no
 Additional Resources required:

COURSE DESCRIPTIONS:

BRD 3130 Broadcast ~~Copywriting~~ Advertising

Hours: 3.0

Prerequisites: No

Required: No

Revised Course description: Theory and technique of writing ~~broadcast scripts, especially commercials and some narrative forms~~ persuasive commercial copy for audiovisual media. Emphasis on script formats, writing style, media buys, and other creative, practical solutions to problems in targeting and persuading audiences. ~~Will include both study and practical application of techniques discussed. Script formats for radio and television included.~~ PREREQ: MCM 2400

Course title: Broadcast Advertising

Code: LEC

5.3 Course Proposal: Revise catalog description and prerequisites of BRD 3140 to emphasize class content will largely revolve around writing.

Rationale: There's no current faculty expertise in weather journalism, which calls attention to the fact that the last sentence is too specific. Nothing in the eliminated sentence is precluded by the previous sentences, whereas keeping the sentence in the description looks like a promise. We also need to re-write the second sentence to make it more obvious that the course is writing-intensive.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BRD 3140 Broadcast Journalism

Hours: 3.0

Prerequisites: MCM 2400, C or better in BRD 2600.

Required: No

Revised Course description: The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on ~~gathering and production for broadcast news~~ writing and reporting. ~~Writing for broadcast sports and weather will also be covered.~~

Credit, 3 semester hours. PREREQ: MCM 2400, C or better in BRD 2600.

Course title: Broadcast Journalism

Code: LEC

5.6 Course Proposal: Delete BRD 2800 Computer Animation

Rationale: The department wishes to remove 3D animation from the curriculum, as there are inadequate resources to teach it with any substantive output that would help students acquire jobs in the field. The department has no plans to offer the course again, therefore it should be removed from the catalog.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: Yes

Departments affected and how: The Media Integration minor (which includes Art and Music) offers this course as an elective.

Affected Chair:

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

~~BRD 2800 Computer Animation~~

~~Hours: 3.0~~

~~Prerequisites: No~~

~~Required: No~~

~~Course description: Introduction to 3D animation. Theory of animation applicable to television and multimedia systems. Each student produces a video containing animation using various digital content creation tools. Credit, 3 semester hours.~~

~~Course title: Film Appreciation~~

~~Code: LEC~~

5.7 Course Proposal: Delete BRD 4160 Broadcast Advertising and Sales

Rationale: This elective course is seldom taught due to personnel constraints. Content from this course has been combined with BRD 3130 and renamed to Broadcast Advertising.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

~~BRD 4160 Broadcast Advertising and Sales~~

~~Hours: 3.0~~

~~Prerequisites: PRE 2700 or BRD 3130~~

~~Required: No~~

~~Course description: Production of successful broadcast advertising campaigns. Emphasis on creative, practical solutions to problems in broadcast advertising. Credit, 3 semester hours. PREREQ: PRE 2700 or BRD 3130.~~

~~Course title: Broadcast Advertising/Sales~~

~~Code: LEC~~

6. Proposals from the Department of History

6.1 Course Proposal: Delete AST 2010 Introduction to American Studies

Rationale: Removing and replacing AST-2010 with HST-2010 will make the catalog more efficient by eliminating unnecessary categories and placing this class alongside other introductory classes for minors offered in the History Department.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

~~AST 2010 Introduction to American Studies~~

~~Hours: 3~~

~~Prerequisites: none~~

~~Required: Yes~~

~~Course description: An introduction to the field of American Studies through investigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture. Exploration of the theme of a national culture will be central to this course. Credit, 3 sem. hrs.~~

~~Course title: Intro to American Studies~~

~~Code: LEC~~

6.4 Course Proposal: Remove variable credit-hour option from SSE 4480 Internship in Social Studies in the Secondary School

Rationale: Course is listed at 6-9 credit hours while all other teaching internship courses are listed as 9 hours. There is no reason for hours to be variable and it has caused confusion among students.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SSE 4480 Internship in Social Studies in the Secondary School

Hours: ~~6.0~~-9.0

Prerequisites: SSE 4000, enrollment in SSE 4490, and a minimum QPA of 2.5

Required: Yes

Revised Course description: Provides continuous full-time teaching internship experiences in an off-campus public school setting. Pass/Fail grading. Credit, ~~6-9~~ semester hours. PREREQ: SSE 4000, enrollment in SSE 4490, and a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

Course title: Stu Tch Soc Std In Sec Sch

Code: INT

6.5 Course Proposal: Revise title of HST 3620 (African American History from Emancipation to the Present) to African American History Since Emancipation

Rationale: "To the present" makes promises to students it is difficult to keep, especially since history courses often do not deal with the present. This course does often get to the early 1990s, so it does cover the recent past, but not the present.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

HST 3620 African American History ~~from~~ Since Emancipation ~~to the Present~~

Hours: 3

Prerequisites: none

Required: No

Course description: The course starts with the Emancipation Proclamation and traces the triumphs and challenges encountered by African Americans during Reconstruction and studies the emergence of Jim Crow legislation in the South. Attention is also devoted to the creation of various civil rights organizations and leaders, key Supreme Court decisions, federal laws, and the turbulent decade of the 1960s, and the modern civil rights movement. Credit, 3 semester hours.

Course title: African Amer Since 1863

Code: LEC

6.6 Course Proposal: Revise title of HST 4070 (Women in U.S. History, 1870-Present) to Women in U.S. History Since 1870

Rationale: History courses usually do not include the present, and having it in the course title makes promises to students it is difficult or impossible to keep without skipping important historical context and precedent. This course does often get to the early 1990s, so it does cover the recent past, but not the present.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

HST 4070 Women in U.S. History, ~~1870-Present~~ Since 1870

Hours: 3

Prerequisites: none

Required: No

Course description: A study of significant aspects of continuity and change in the lives of U.S. women since 1870, including the structure of the female life cycle, women's legal status, educational opportunities, health and beauty, social concerns and activism, paid and unpaid labor patterns, and societal concerns about women. Credit, 3 semester hours.

Course title: US Women Since 1870

Code: LEC

6.7 Course Proposal: Revise title, description, and prerequisites for HST 3000 Introduction to the Study of History

Rationale: The current title is misleading, particularly to non-majors. The current course description does not adequately convey the content covered. Prerequisites are needed to ensure majors take the course at the appropriate time, and that non-majors who choose to take the course are properly prepared to participate successfully.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

HST 3000 ~~Introduction to the Study of History~~ Historical Practice and Theory

Hours: 3

Prerequisites: ~~ENG 1060 AND at least two of the following courses: HON 2000, HST 1010, 1020, 1030, 1100, 1110, 1140, 1150, 1200, 2010, or 2140; or permission of instructor.~~

Required: Yes (already required for B.A. in History and B.A. in History: Social Studies Education)

Revised Course description: ~~An introduction to key historical~~ Development of concepts and skills essential to the work of professional historians. ~~, such as~~ This course addresses the following topics: the nature and types of History; ~~historical periodization;~~ the reading and analysis of primary and secondary sources; ~~efficient and ethical research practices;~~ writing skills; documentation style; and presentation and public speaking skills. ~~research, writing, and documentation styles; the basic use of computers for historical research and writing; and History as a profession.~~ The course is required for History and Social Studies Education majors, and it should be taken at the end of the sophomore or beginning of the junior year. ~~as soon as possible after the major is declared.~~ This course is designed to prepare students for success in all advanced History courses. This course also fulfills the Writing in the Discipline (WD) requirement. Prerequisites: ~~ENG 1060 AND at least two of the following courses: HON 2000, HST 1010, 1020, 1030, 1100, 1140, 1150, 1200, 2010, or 2140; or permission of instructor.~~ Credit, 3 semester hours.

Course title: Historical Practice/Theory

Code: SEM

Revised Course Description “Clean” Copy

Development of concepts and skills essential to the work of professional historians. This course addresses the following topics: the nature and types of history; the critical reading and analysis of primary and secondary sources; efficient and ethical research practices; writing skills; documentation style; and presentation and public speaking skills. Common readings and research assignments will reflect the instructor’s area[s] of expertise. The course is required for History and Social Studies Education majors, and it should be taken at the end of the sophomore or beginning of the junior year. This course is designed to prepare students for success in all advanced History courses. This course also fulfills the Writing in the Discipline (WD) requirement. Prerequisites: ENG 1060 AND at least two of the following courses: HON 2000, HST 1010, 1020, 1030, 1100, 1110, 1140, 1150, 1200, 2010, or 2140; or permission of instructor. Credit, 3 semester hours.

6.8 Course Proposal: Revise description of HST 4550 Historical Sites Study so that students may use the course to fulfill their degree requirements

Rationale: As the university seeks to expand its study abroad programs, this course could be an option for students participating in an international program.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

HST 4550 Historical Sites Study

Hours: ~~2.0~~ 3.0-6.0

Prerequisites: permission of ~~instructor~~ department chair

Required: No

Revised Course description: A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. ~~Cannot be used to satisfy requirements for history major.~~ Student must submit a plan of study for the department chair’s approval prior to registering for the course, and must present an agreed-upon final project after the tour. Credit, ~~2~~3-6 semester hours.

PREREQ: permission of ~~instructor~~ department chair.

Course title: Historical Sites Study

Code: IND

6.9 Course Proposal: Delete HST 3940 (History of Canada); HST 4020 (Colloquium: Selected Topics in American History); HST 4100 (Themes in US Social History); HST 4260 (Colloquium: Selected Topics in European History); HST 4830 (Workshop: Selected Topics)

Rationale: These courses have not been taught in many years and are unlikely to be offered again. Deleting them will help streamline the catalog.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No
 Additional Resources: no
 Additional Resources required:

COURSE DESCRIPTIONS:

~~HST 3940 History of Canada~~

~~Hours: 3~~

~~Prerequisites: none~~

~~Required: No~~

~~Course description: A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth.~~

~~Credit, 3 semester hours.~~

~~Course title: History of Canada~~

~~Code: LEC~~

~~HST 4020 Colloquium: Selected Topics in American History~~

~~Hours: 3~~

~~Prerequisites: Permission of instructor~~

~~Required: No~~

~~Course description: An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Credit, 3 semester hours. PREREQ: Permission of instructor.~~

~~Course title: Colloquium American Hist~~

~~Code: SEM~~

~~HST 4100 Themes in U.S. Social History~~

~~Hours: 3~~

~~Prerequisites: none~~

~~Required: No~~

~~Course description: A thematically organized study of the methods and questions of social history, an historical subfield which examines the lives of ordinary people and analyzes the diversity of their experiences. Topics are selected to incorporate themes central to social historians' research: social stratification, community, region, and citizenship. Credit, 3 semester hours.~~

~~Course title: U.S. Social History~~

~~Code: LEC~~

~~HST 4260 Colloquium: Selected Topics in European History~~

~~Hours: 3~~

~~Prerequisites: permission of instructor~~

~~Required: No~~

~~Course description: An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Credit, 3 semester hours. PREREQ: Permission of instructor.~~

~~Course title: Colloquium European Hist~~

~~Code: SEM~~

~~HST 4830 Workshop: Selected Topics in History~~

~~Hours: 3~~

~~Prerequisites: none~~

~~Required: No~~

~~Course description: A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an in-depth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Credit, 3 semester hours.~~

~~Course title: Workshop Topics in History~~

~~Code: SEM~~

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Appendix C

Actions Requiring AA Approval Only

4. Proposals from the Department of Social Work

4.1 Course Proposal: Create SWK 6200 Assessment and Treatment of Substance Abuse Disorder

Rationale: Students have requested additional elective courses that will benefit their practice and experience in social work.

Dept vote: 16 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SWK 6200 Assessment and Treatment of Substance Abuse Disorder

Hours: 3

Prerequisites: graduate student status

Required: no

Course description: Our understandings of substance use, dependence, abuse, and treatment are some of the most rapidly evolving and also controversial areas of knowledge in the mental health and medical fields. This course is designed to cover the key content necessary for developing a comprehensive understanding of a complex body of knowledge that is filled with certainties and uncertainties, science and speculation, dogma and theory, as well as opinion and silence. It will also provide students with a reflective grasp of a confusing body of knowledge. Topics covered include ethnocultural influences in addiction, sociocultural aspects of addiction, definitions of addiction, profiles in addiction, substances of addiction, models of treatment, family work, group support and self-medication theories of addiction.

Course title: Treatment of Substance Abus

Code: LEC

4.2 Course Proposal: Create SWK 6300 Human Trafficking in the US

Rationale: Students have requested additional elective courses that will benefit their practice and experience in social work.

Dept vote: 16 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SWK 6300 Human Trafficking in the US

Hours: 3

Prerequisites: graduate student status

Required: no

Course description: This course emphasizes social work practice in relation to the various forms of human trafficking within the United States. Students will learn relevant terminology, the process of human trafficking, and the systemic effects on those who are victimized. Knowledge and skills relevant to trauma-focused practice and interventions at various levels of social work practice will be emphasized. The role of systemic factors including culture and social media will be explored.

Course title: Human Trafficking in the US

Code: LEC

4.3 Course Proposal: Create SWK 6400 Forensic Social Work

Rationale: Students have requested additional elective courses that will benefit their practice and experience in social work.

Dept vote: 16 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SWK 6400 Forensic Social Work

Hours: 3

Prerequisites: graduate student status

Required: no

Course description: This course develops the understanding of the role of social workers with clients within the criminal justice system and legal system. This course will focus on theory, practice, intervention, and advocacy with diverse forensic populations including offenders, victims, juveniles, and related systems. The role of social workers as expert witnesses, in child welfare, etc. is also explored. This course assumes a justice oriented multisystems and interdisciplinary approach.

Course title: Forensic Social Work

Code: LEC

4.4 Course Proposal: Create SWK 6500 Military Social Work

Rationale: Students have requested additional elective courses that will benefit their practice and experience in social work.

Dept vote: 16 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

SWK 6500 Military Social Work

Hours: 3

Prerequisites: graduate student status

Required: no

Course description: This course introduces the student to the complexities involved in military culture, combat and post-war experience. It analyzes the field of military social work practice placing particular emphasis on the diversity of military/veteran families, their resiliencies, and challenges in modern societies. The course has an empowerment, family-centered focus and aims to advance a non-judgmental, culturally-sensitive, ethical understanding and treatment of military personnel/veterans and their families. The importance of creativity and innovation in designing and evaluating theory-grounded, practice-informed micro-, mezzo-, and macro-level interventions, adherence to professional ethics, and adoption of best-evidence modalities in the field are also highly accentuated.

Course title: Military Social Work

Code: LEC

5. Proposals from the Department of Mass Communication**5.4 Course Proposal: Create BRD 3170 Screenwriting**

Rationale: Based on the expanded options possible with the revised curriculum, this course will allow students to study and practice writing scripts for motion picture production.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BRD 3170 Screenwriting

Hours: 3.0

Prerequisites: No

Required: yes

New Course description: Students will develop skills in writing scripts for long and short form TV and film genres such as sitcoms, dramas, documentaries and screenplays. Forms, styles and conventions of writing for motion media will be explored.

Course title: Screenwriting

Code: LEC

BRD 3170: Screenwriting

Fall 201X

Instructor: Professor Terence Dollard

Office: 142 Old Main **Office Phone:** 775-4364 **Email:** terence.dollard@uncp.edu

Office Hours: Monday/Wednesday XXXX; Tuesday/Thursday XXXX

REQUIRED TEXT: Brody, Larry (2003) Television Writing from the Inside Out . Applause Theatre & Cinema Books

Course Overview: This course is designed to teach the essentials of narrative and documentary writing for television, film, Internet, and other electronic media, including story treatments, character analysis, and pitching ideas. **3 Credits**

Course Goals: Through readings, instruction, practice and homework, students will:

1. Learn script formats for screenplays, teleplays and documentaries.
2. Learn dramatic structure, character development and how to write dialogue.
3. Learn non-narrative content structures for non-fiction.
4. Gain fundamental knowledge for preparing a treatment, pitch and logline.

Course Objectives:

Students will develop skills in writing scripts for long and short-form TV genres, like sitcoms, dramas, and documentaries, as well as acquire knowledge of script formats. In addition to short teleplay assignments, students will develop his/her own screenplay, from basic concept, in-class pitch, full written treatment, to completed final script. Students will also take part in critical discussions of his/her own work, as well as the creative output of classmates.

Assignments: No assignments will be accepted late.

Short Teleplay Assignments: 20%

Students will complete several short scripts in various formats and genres as assigned by the instructor. Each script will be between 3-5 minutes (3-5 pages) in length to be completed outside of class time.

Pitch: 10%

Students will make a short presentation to the class succinctly describing his/her proposed script. Students will explain the key thematic purpose (why you chose this subject), what the point of view and message are, and answer questions.

Written Treatment: 20%

As part of the term project, students will complete a scene-by-scene breakdown of his/her story, describing the action in detail.

Term Project: 40%

Students will complete a rough and final draft of his/her original teleplay idea. At the end of the term, the script will be read aloud by the author, or with the help of classmates as a cast. The script must be

in the correct format for the chosen genre. The script must be original and not adapted from another work.

Class Participation: 10%

Students are expected to attend each class and to be active participants in class discussions and critiques.

Attendance:

You are expected to attend every class. Students who are absent from class more than 2 times will see a reduction in his/her final term grade by a third of a letter grade for each additional absence. If you miss class due to a documented long-term illness (in some cases, the student should withdraw from class) or educational, university-sponsored activity permitted by this instructor, or in the event of a religious observance permitted by UNCP policy (2 per semester and must be announced to the professor within the first 2 weeks of the semester), your absences may be excused.

Use of a cell phone or other unauthorized electronic device will result in a 5-point reduction from your final grade for each instance.

Final Course Grade Thresholds:

A	93 – 100%	B-	80%	D+	67%
A-	90 – 92%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	0-59%

Any discovered or suspected instance of CHEATING on tests, PLAGIARIZING a source, researching or writing someone else's assignment, taking or giving research findings or personal conclusions for various assignments, etc., will be forwarded to academic judicial review, and validation of the suspicions will result in zero on the assignment/exam or zero in the course, depending on the nature of the misconduct. FRAUD discovered in any other form- including but not limited to forgery, lying, impersonation or submitting previously graded work from another course- will be subjected to the same treatment.

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 Disability Support Services (DSS) 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 DSS and the accommodation process may be found at the following links:
<http://www.uncp.edu/dss/students/currentstudentfaq.htm>

This syllabus is subject to change at the discretion of the instructor.

This publication is available in alternative formats upon request. Please contact Disability Support Services (DSS) in DF Lowry Building, Room 107 or call 910-521-6695

5.5 Course Proposal: Create BRD 3700 Visual Effects and Post

Rationale: Based on the expanded options possible with the revised curriculum, this course will allow students to study advanced topics in editing and digital effects creation using the most modern software applications available to the trade.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

BRD 3700 Visual Effects and Post

Hours: 3.0

Prerequisites: C or better in BRD 2600

Required: Yes

New Course description: A hands-on approach to tackling complex problems in post-production and digital editing. Concepts such as rotoscoping, color-correction, animation, and special effects will be explored. PREREQ: C or better in BRD 2600

Course title: Visual Effects and Post

Code: LEC

BRD 3700: Visual Effects and Post

Instructor:

Office:

Office Phone:

Office Hours:

E-mail:

Required text: [Example only] Smith, J. (2013). After Effects CC Digital Classroom. (1st ed). Boston: Wiley.

Course description: [catalog description] A hands-on approach to tackling complex problems in post-production and digital editing. Concepts such as rotoscoping, color-correction, animation, and special effects will be explored. PREREQ: C or better in BRD 2600.

Course goals: Students will:

1. conceptualize and create original motion graphics projects;
2. understand various techniques for designing graphics;
3. demonstrate elements/qualities of good visual design;
4. critically evaluate visual effects projects

Course Objectives: Students will develop advanced skills in editing and visual effects. This will involve the study of post-production and effects computer applications. It will also include the hands-on

application of conceptualizing and creating visual effects for original student works. Students will also take part in critical discussions of his/her own work, as well as the creative output of classmates.

Assignments: No assignments will be accepted late.

Attendance: You are expected to attend every class. Students who are absent from class more than 2 times will see a reduction in his/her final term grade by a third of a letter grade for each additional absence. If you miss class due to a documented long-term illness (in some cases, the student should withdraw from class) or educational, university-sponsored activity permitted by this instructor, or in the event of a religious observance permitted by UNCP policy (2 per semester and must be announced to the professor within the first 2 weeks of the semester), your absences may be excused.

Use of a cell phone or other unauthorized electronic device will result in a 5-point reduction from your final grade for each instance.

Final Course Grade Thresholds:

A	93 – 100%	B-	80%	D+	67%
A-	90 – 92%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	0-59%

Any discovered or suspected instance of CHEATING on tests, PLAGIARIZING a source, researching or writing someone else's assignment, taking or giving research findings or personal conclusions for various assignments, etc., will be forwarded to academic judicial review, and validation of the suspicions will result in zero on the assignment/exam or zero in the course, depending on the nature of the misconduct. FRAUD discovered in any other form- including but not limited to forgery, lying, impersonation or submitting previously graded work from another course- will be subjected to the same treatment.

This syllabus is subject to change at the discretion of the instructor.

Course topic schedule: [Example only]

- Week 1: Basic editing techniques and technical aspects of High Definition Video signals
- Week 2: Problems in Color Correction
- Week 3: Practical Exercises in Color Correction
- Week 4: Basic concepts of design and layout
- Week 5: Moving Design and Layout
- Week 6: Practical exercises in motion design
- Week 7: Precompositing for advanced motion design
- Week 8: Precompositing excercises + Fall/Spring Break
- Week 9: Motion Tracking
- Week 10: Rotoscoping

- Week 11: Storyboarding for clients (The Title Sequence)
- Week 12: Project Launch: Opening Title Sequences
- Week 13: Opening Title Sequences Continued
- Week 14: Advanced Filters and Effects
- Week 15: Exporting and Rendering: understanding sequence settings
- Week 16: Title Sequence peer reviews/critique

Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor as early in the semester as possible (preferably within the first week). All discussions remain confidential. Contact Disability Support Services at 521-6695.

No make-up exams except in the event of a documented long-term illness or educational, university-sponsored activity permitted by this instructor, or in the event of a religious observance as permitted by UNCP policy.

6. Proposals from the Department of History

6.2 Course Proposal: Create HST 2010 Introduction to American Studies

Rationale: Removing and replacing AST-2010 with HST-2010 will make the catalog more efficient by eliminating unnecessary categories and placing this class alongside other introductory classes for minors offered in the History Department.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

HST 2010 Introduction to American Studies

Hours: 3

Prerequisites: none

Required: Yes

Course is equivalent to and replaces: AST 2010 Introduction to American Studies

Course description: An introduction to the field of American Studies through investigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture.

Exploration of the theme of a national culture will be central to this course. Credit, 3 sem. hrs

Course title: Intro to American Studies

Code: LEC

6.3 Program Proposal: HST 2010 Introduction to American Studies should be listed as a core requirement for the Minor in American Studies.

Rationale: When AST 2010 is removed from the catalog, HST 2010 will replace it and serve its role as a core course in the American Studies Minor.

Dept vote: 11 for; 0 against; 0 abstain

Affect others:

Departments affected and how: American Studies is an interdisciplinary minor with courses a number of other departments—primarily English, American Indian Studies, and Art. Since the new course will simply replace an existing course with identical content, this change does not really affect the program requirements, participating departments, or the students. In addition, AST 2010 is part of the Writing Intensive program, and so the catalog listing for that program will need to be changed.

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy

Requirements for a Minor in American Studies	Sem. Hrs.
Core Requirements* HST 1010, HST 1020, AST HST 2010	9
Cultural Studies Elective Courses** One course (3 hours) from History: AIS 3600; HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260, 3410, 3610, 3620, 3800, 3820, 4040, 4050, 4060, 4070, 4100, 4130, 4360 One course (3 hours) from Arts and Literature: AIS 3400; ART 3750; ENG 3100, 3130, 3140, 3440, 3470, 4230/4240; Music: Special Topics; Philosophy and Religion: PHI—Special Topics only, REL 4150; Theatre: Special Topics One course (3 hours) from Social Sciences***: AIS 4020, 4050, 4250, 4600; Geology/Geography 3720, 3770; PLS 3010, 3020, 3040, 3050, 3060, 3100, 3110, 3120, 4020 (<i>please see the current Academic Catalog for prerequisites</i>); SOC 3820, 3870, 3880; Mass Communication: JRN-3170, Special Topics	9
	Total: 18

*It is strongly suggested that students complete HST 1010/1020 prior to enrolling in AST 2010.

6.10 Program Proposal: Revise “Basic History” requirements for B.A. in History to include new general education course (HST 1030). The new requirements will read “Basic History (12 credits): Four courses from HST 1010; 1020; 1030, 1100, or 1110; 1140; 1150.”

Rationale: This course is a reasonable equivalent for the six courses already listed as options, and so students should be allowed to use it toward their history degrees. It was inserted into the program as an optional substitution for HST 1100 or 1110 for two reasons: this configuration requires that History majors take at least one World Civilizations course; and it also allows students who transfer from the SSE degree program to the general History major to do so without requiring that they take an additional Basic History course.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: no

Departments affected and how:
 Affected Chair: Off
 Cross listing: No
 Articulation: No
 Additional Resources: no
 Additional Resources required:

Attached: Catalog Copy

BACHELOR OF ARTS IN HISTORY

Requirements for a Bachelor of Arts Degree in History	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	39
Basic History (1000 and 2000 level courses) Four courses from HST 1010; 1020; 1030, 1100, or 1110; 1140; 1150	12
Advanced History (3000 and 4000 level courses) Option 1: HST 3000; Two courses each from the American and European areas; one course from the Asian, African, and Latin American area; Topics course (HSTS) or HST 4510; and two electives. Option 2: Approval of Contract by the Chair: HST 3000, Topics course (HSTS), HST 4510; 6 approved 3000-4000 level electives.	27
Electives	36
	Total: 120

[Return to Agenda](#) [Return to Agenda](#) [Return to Agenda](#) [Return to Agenda](#) at Ab

Appendix D Actions Requiring AA Approval and to be sent to Senate

4. Proposals from the Department of Social Work

4.5 Program Proposal: Add SWK 6200, 6300, 6400, and 6500 to the elective options for Master of Social Work degree

Syllabi

**SWK 6200
 Assessment and Treatment of Substance Abuse Disorders**

Instructor: Sherry L. Edwards MSW PhD
E-Mail: sherry.edwards@uncp.edu
Telephone: (910)521-6476
Office: Health Sciences Building 361E
Office Hours: By Appointment
Course Prerequisites -- MSW Graduate Student

Course Day:
Course Time:
Course Location:

Catalogue Description

Exploration of nature and treatment of substance abuse and other addictive disorders as well as relevant treatment models for individuals, groups and families.

Course Description

Substance Dependence and Abuse is a widespread problem in all cultures, especially in the United States. It does not discriminate. Our understandings of substance use, dependence, abuse, and treatment are some of the most rapidly evolving and also controversial areas of knowledge in the mental health and medical fields. This course is designed to cover the key content necessary for developing a comprehensive understanding of a complex body of knowledge that is filled with certainties and uncertainties, science and speculation, dogma and theory, as well as opinion and silence. It will also provide students with a reflective grasp of a confusing body of knowledge. Topics covered include ethnocultural influences in addiction, sociocultural aspects of addiction, definitions of addiction, profiles in addiction, substances of addiction, models of treatment, family work, group support and self-medication theories of addiction.

Chemical dependency touches us all. This course is designed to have a personal, professional, educational and clinical impact. Serious content is delivered with discipline and rigor, creativity and imagination, brevity as well as elaboration. Hopefully students will develop a novel appreciation for a human desire that pleasures, confounds and destroys.

Course Objectives

- 1 Provide an overview of some of the key core components of the ever expanding field of substance dependence and abuse. Students will be encouraged to develop a comprehensive grasp of a complex body of knowledge that will serve as a foundational understanding for their future professional development. Students are also invited to explore their own emotional relationships with substances as a part of their learning process this semester.
- 2 Present basic building blocks for a substance dependence and abuse knowledge base. Students will explore the role of ethnocultural and societal influences, definitions in the field, the psychoactive substances, process addictions, the power of group support, the necessity of family involvement and models of treatment.
- 3 Propose expansive considerations for clinical diagnosis in this field. Students will be encouraged to develop both analytic and creative thinking during the assessment process with consideration of special population needs.
- 4 Provide theoretical material needed for students to consider and comprehend the psychological suffering behind the self-medicating practices of addiction. Students will have the opportunity to apply these theories to assessment and treatment.

- 5 Present theoretical and clinical material that will encourage students to develop both the understanding and skills necessary for addiction treatment including prevention of relapse. An integrative treatment model will be presented. Four stages of treatment will be explored. Clinical case studies will be discussed in detail throughout the semester. Emphasis will be placed on the importance of combining psychoanalytic concepts, theories and styles with traditional addiction treatment approaches.

Course format / Instructional Methods

The format of the course will consist of didactic instruction, expert presentations and class discussion. Case vignettes, videos, field excursions, small group exercises and role plays will also be used to facilitate student learning. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice. Personal investment in individual and professional growth is strongly emphasized and encouraged. Confidentiality of material shared in class will be maintained.

Student Learning Outcomes

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 6200	Course Objective
1	Professional Identity		
2	Ethical Practice	*	3, 4, & 5
3	Critical Thinking	*	1-5
4	Diversity in Practice	*	1-5
5	Human Rights & Justice		
6	Research Based Practice	*	2
7	Human Behavior	*	3, 4, & 5
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate	*	3, 4, & 5

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies	STUDENT Learning Outcomes	Methods of Assessment
<p>Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice:</p> <p>Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</p> <p>Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</p> <p>Tolerate ambiguity in resolving ethical conflicts.</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions.</p>	<p>Weekly Exam Weekly Discussion Board Article Reviews Weekly Journal Group Support Reaction Paper</p>
<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking:</p> <p>Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</p> <p>Use critical thinking augmented by creativity and curiosity.</p> <p>Understand that critical thinking also requires the synthesis and communication of relevant information.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	<p>Weekly Exam Weekly Discussion Board Article Reviews Weekly Journal Group Support Reaction Paper</p>
<p>Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice:</p> <p>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</p> <p>Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</p> <p>Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>	<p>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>Recognize and communicate understanding of the importance of difference in shaping life experiences.</p> <p>View themselves as learners and engage those with whom they work as informants.</p>	<p>Weekly Exam Weekly Discussion Board Article Reviews Weekly Journal Group Support Reaction Paper</p>

Competencies	STUDENT Learning Outcomes	Methods of Assessment
<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <p>Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</p> <p>Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	<p>Use practice experience to inform scientific inquiry</p> <p>Use research evidence to inform practice.</p>	<p>Weekly Exam Weekly Discussion Board Article Reviews Weekly Journal Group Support Reaction Paper</p>
<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <p>Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</p> <p>Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>	<p>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p> <p>Critique and apply knowledge to understand person and environment.</p>	<p>Weekly Exam Weekly Discussion Board Article Reviews Weekly Journal Group Support Reaction Paper</p>
<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups,</p>	<p>Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Weekly Exam Weekly Discussion Board Article Reviews Weekly Journal Group Support Reaction Paper</p>

Competencies	STUDENT Learning Outcomes	Methods of Assessment
organizations, and communities. Identifying, analyzing, and implementing evidence-based interventions designed achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice	Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies.	
	Intervention: Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capacities. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings.	
	Evaluation: Critically analyze, monitor, and evaluate interventions.	

Course Assignments, Readings, & Due Dates

Date	Reading (complete before class session)	Visit Blackboard Learning Modules Daily for Activities/Homework
MODULE I	Course Orientation INTRODUCTION, CHAPTER 1,2, AND 3 Fetting Text and Journal Articles (3) One per Chapter	Visit Learning Module 1 Exam Due by at midnight Weekly Discussion Board Weekly Journal Article Reviews
Module II	Fetting Text Chapters 4,5, and 6 and Journal Articles (3) One per Chapter	Visit Learning Module II on Blackboard Exam Due by at midnight Weekly Discussion Board Article Reviews Weekly Journal due by June 3rd at midnight.
Module III	Fetting Text Chapters 7,8, and 9 and Journal Articles (3) One per Chapter	Visit Learning Module III Exam Due by at midnight Weekly Discussion Board Weekly Journal Journal Reviews
Module IV	Fetting Text Chapters 10, 11 and 12 and Journal Articles (3) One per Chapter.	Visit Learning Module IV Exam Due at midnight

		Weekly Discussion Board Weekly Journal Journal Reviews
Module V	We will be watching videos this week. They will be available online as well as at UNCP.	Visit Learning Module V Weekly Discussion Board Weekly Journal Finish Journal with Reflections
Final Exam (content to be determined)		

Each of the major assignments is described below.

Assignment 1: Group Support Reaction Paper 20%

Attend at least one drug and/or alcohol support group. You may also investigate and visit support services online. Write a four page reaction paper on your experience. Briefly, describe the structures and processes of the group setting. Please include your observations and thoughts in the following areas: clinical growth opportunities in a group setting, personal and professional reflections, as well as diversity sensitivities. Be sure to integrate class material, readings and theory with your observations. Include at least one research article.

This written assignment must adhere to the citation and referencing standards put forth in the *Publication Manual of the American Psychological Association*.

Due: r

This assignment relates to student learning outcomes 3, 4, and 5.

Assignment 2: Journal (Articles from the website) 25%

You will be able to choose one article per chapter from the SAGE website for this text. I will have a rubric posted in order for you to see how this will be graded. These will be due at the end of each module.

The last week you will be watching videos you will need to incorporate these into your journal as well.

Assignment 3: Discussion Board 25%

In each learning module, you are expected to participate in the discussion question (s). You must submit your first comment (answer to the question) by the 2nd day of the module for credit, the remaining two responses to peers can take place up to 24 hours before the module closes.

For maximum credit, responses must be substantiated by referencing the textbook and other sources.

Further instructions will be provided in each discussion topic. Your involvement in this class is considered essential to your personal and professional growth. Chemical dependency touches us all.

This class is designed to explore the many ways it impacts our lives, families, and friends and thus influences our ideas about treatment. Discussions are designed to encourage personal investment in your own learning. Participation at times may feel challenging and risky. Discussions will be as meaningful as we make them. Class confidentiality is a requirement.

You will not be able to make early entries or late entries they must be done during the module period.

Assignment 4: ABSTINENCE JOURNAL 15%

Starting on May 21, you are asked to abstain from a mood altering chemical / substance / food / activity for 30 days (May 21– June 21). The substance will be of your choosing, and can include alcohol, other drugs, nicotine, caffeine, sugar, or other similar substances. An activity can include gambling, spending money, watching television, spending time on the computer, etc. The purpose of your abstinence is to assist you in understanding what chemically dependent people face in treatment and recovery in this culture. You will also hopefully begin to assess the role chemicals play in your life. You are to choose something that will be a true challenge for you, as this will help you learn much more than if you chose something easy to change about your life. It should probably be the first thing that pops into your head and you rejected because it would be too difficult.

You are to keep a journal describing and reflecting upon your abstinence, with at least 3 entries per week describing your experiences, thoughts, feelings, successes and struggles. **Each day's entry should be one double spaced page, making 3 pages per week.**

You are to inform your instructor at the outset what substance you will be abstaining from, and you are to tell at least 2 significant persons in your life that you will be abstaining from that substance as well. You are to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse.

In your journal, describe yourself and your environment in terms of such areas as the following:

- ✚ Your daily experiences and feelings
- ✚ Your physical state (health, energy, sleep, nutrition)
- ✚ Your psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management)
- ✚ Your social life (social support, undermining, changes, friends, family, classmates, insights about others, reactions by others)
- ✚ Your spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system)
- ✚ Your environment (media, advertising, social mores)
- ✚ What you are learning about yourself
- ✚ What you are learning about your environment
- ✚ What you are learning about addiction
- ✚ What you are learning about behavior and attitude change

Assignment 5: Weekly Exams 15%

You will take weekly exams due dates are listed in each module. You cannot make up a quiz.

Grading

Class grades will be based on the following:

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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Assignment	% of Grade	Due Date
1. Group Support Reaction Paper	20%	
2. Journal (Articles from the website)	25%	At the end of each module
Discussion Board	25%	You must submit your first comment (answer to the question) by the 2 nd day of the module for credit, the remaining two responses to peers can take place up to 24 hours before the module closes.

ABSTIENENCE JOURNAL	15%	See Blackboard for details
Weekly Exams	15%	At the end of each module

Criteria I will be Using to Evaluate your Performance

Exceptional Achievement: The student produces convincingly argued evaluation or proposal; identifies a subject, describes it appropriately, and asserts a judgment of it; gives reasons and specific evidence to support the argument; engages the reader immediately, moves along logically and coherently and provides closure; reflects awareness of reader's questions or alternative evaluations. Assignment demonstrates extensive mastery of facts, skills, and concepts, including concepts from different readings and authorities whose ideas are examined. Writing quality in terms of grammar, punctuation, usage, structure, etc., as well as reader engagement is excellent. Evidence of originality, creative thinking. Evidence of mastery of course content -- including readings and other resources.

Commendable Achievement: The student produces well-argued evaluation; identifies, describes, and judges its subject; gives reasons and evidence to support the argument; is engaging, logical, attentive to the reader's concerns; is more conventional or predictable than the writer of an exceptional assignment. Evidence of mastery of course content.

Adequate Achievement: The student produces adequately argued evaluation; identifies and judges its subject; gives at least one moderately developed reason to support the argument; lacks the authority and polish of the writer of an exceptional or commendable assignment; produces writing that, although focused and coherent, may be uneven; usually describes the subject more than necessary and argues a judgment less than necessary. Less evidence of mastery of course content. Weak in terms of analysis, dealing conceptually and critically with ideas.

Source: **Vermont State Department of Education (1991). This is My Best: Vermont's Writing Assessment Program. Montpelier, VT: Vermont State Department**

INSTRUCTIONAL METHODS

This course is supported via the "Blackboard" website. Method of instruction is through the internet. We will use the discussions to review and share material throughout the semester. **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. You will need to check the Blackboard Site DAILY during this course, if you are unable to do this you need to withdraw from this class. You cannot do the discussions early; they must be done during the module that is assigned.**

CLASS AND UNIVERSITY POLICIES

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:

3. 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.
4. 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.
5. 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.

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.

ADAAA Statement Revised ADAAA Syllabus Access 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 Disability Support Services (DSS) 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 DSS and the accommodation process may be found at the following links:

http://www.uncp.edu/dss/students/curren_%20student_FAQ.htm

http://www.uncp.edu/dss/policies/html/FAQ_for_Faculty.htm

http://www.uncp.edu/dss/faculty/syllabi_statement.htm

Tutoring is available for most subjects in the Center for Academic Excellence to groups of up to five students per session, with peer tutors who show proficiency in courses and have been trained in effective tutoring strategies. To get the most effective results, students should sign up for tutoring as soon as possible after the beginning of the semester, come to tutoring sessions with specific questions prepared regarding course material, and attend the sessions consistently. Sign up for tutoring by contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu.

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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.

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ADJUSTMENTS TO THE SYLLABUS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

Required and supplementary instructional materials & Resources

Required Textbooks

Fetting, M. (2011). *Substance disorders and addiction workbook*.

(Instructor Note: This workbook is designed for student use during the semester. Each section in the workbook provides valuable materials that support class instruction, presentations and videos. Students are required to bring this workbook to each class. Be prepared to take notes during class.)

You will find the workbook at <http://www.sagepub.com/fetting/study/intro.htm> . You will also find Flashcards, Quizzes, and Journal Articles related to the material for that module.

Recommended Reading

Doweiko, H. E. (2009). *Concepts of chemical dependency* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Inaba, D. S., & Cohen, W. E. (2007). *Uppers, downers, all arounders* (6th ed.). Medford, CT: CNS Publications.

Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people to change addictive behavior*. New York: Guilford Press.

(Instructor Note: Classic.)

van Wormer, K., & Davis, D. R. (2008). *Addiction treatment: A strengths perspective* (2nd ed.). Thomson Belmont, CA: Brooks/Cole.

Note: Refer to List of References. Fetting Workbook.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course. Check the Module site on Blackboard.

Don't procrastinate or postpone working on assignments.

SWK: 6300 Human Trafficking in the U.S.

Professor: Veronica Hardy, PhD, LCSW

Spring 2014,

Office Hours: TBD

Phone: 775-4366, Office #368

Email: veronica.hardy@uncp.edu

Inclement Weather Info: 910-521-6888

COURSE DESCRIPTION

This course emphasizes social work practice in relation to the various forms of human trafficking within the United States. Students will learn relevant terminology, the process of human trafficking, and the systemic effects on those who are victimized. Knowledge and skills relevant to trauma-focused practice and interventions at various levels of social work practice will be emphasized. The role of systemic factors including culture and social media will be explored. **Prerequisites:** Admission to Graduate School

SOCIAL WORK COMPETENCIES

All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the ten core competencies. The expectation is that competency based education will better prepare social work students for professional practice. The ten competency areas are:

1. Identify oneself as a professional social worker and behave accordingly.
2. Know the social work ethical principles and use them to guide professional practice

3. Promote critical thinking by using logic and reasoning to effectively communicate professional decisions.
4. Understand the impact of various dimensions and consequences of diversity on human experience and incorporate them into professional practice.
5. Recognize how oppression and social justice affects client groups and be proactive in working for human rights and social justice.
6. Promote research-based practice by employing evidence-based interventions, and engage in research to improve practice, policy, and service delivery.
7. Apply knowledge of human behavior and social systems to better understand bio-psycho- social development and sociopolitical contexts.
8. Engage in policy practice to advance social and economic well-being and deliver effective social work services.
9. Be prepared to respond proactively to evolving social needs, service delivery trends, and social systems that comprise the social work practice context.
10. Have the necessary knowledge and skills to engage, assess, intervene and evaluate clients at all levels of social work practices.

STUDENT LEARNING OBJECTIVES

As a result of having completed the requirements of this course, the student will demonstrate an increased ability to:

1. Comprehend and analyze the systemic factors that contribute to the process and sustainment of human trafficking.

Practice Behavior: 1.4(a-c) Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; and Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Practice Behavior: 1.5(a-c) Social workers understand the forms and mechanisms of oppression and discrimination; Advocate for human rights and social and economic justice; and Engage in practices that advance social and economic justice.

Measurement of Objective: Quizzes, case analyses, anti-human trafficking public awareness effort.

2. Appraise and apply theoretical concepts as related to trauma-focused interventions and victimization.

Practice Behavior: 1.3(b) Social workers analyze models of assessment, prevention, intervention, and evaluation.

Practice Behavior: 1.6(b) Social workers use research evidence to inform practice.

Practice Behavior: 1.7(b) Social workers critique and apply knowledge to understand person and environment.

Practice Behavior: 1.10(b-g,i,j) Social workers use empathy and other interpersonal skills; Develop a mutually agreed-on focus of work and desired outcomes; Social workers collect, organize, and interpret client data; Assess client strengths and limitations; Develop mutually agreed-on focus

of work and desired outcomes; Select appropriate intervention strategies; Social workers implement prevention interventions that enhance client capacities; Help clients resolve problems.

Measurement of Objective: Quizzes, case analyses, anti-human trafficking public awareness effort.

3. Design an anti-human trafficking intervention that reflects understanding of the multiple systems impacting this human rights issue within the United States.

Practice Behavior: 1.3(c) Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Practice Behavior: 1.8 (a-b) Social workers analyze, formulate, and advocate for policies that advance social well-being; and Collaborate with colleagues and clients for effective policy action.

Practice Behavior: 1.9 (a-b) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Practice Behavior: 1.10(a,k) Social workers substantively and affectively prepare for action with individuals, families, groups, and organizations and communities; and Negotiate, mediate, and advocate for clients.

Measurement of Objective: Case analyses, anti-human trafficking public awareness effort.

Required Reading: Made available via Blackboard Learning Modules (no required textbook)

COURSE OUTLINE/CALENDAR

(The syllabus and course content are subject to change at the discretion of the professor.)

Date	Class Topic	Assignments
Week 1	Course Orientation Defining Human Trafficking -Sex Trafficking -Child Sex Trafficking -Labor Trafficking	Learning Module 1
Week 2	Identifying Methods of Trafficking in the U.S. -Force, Fraud, Coercion -Criminal Networks	Learning Module 2
Week 3	Describing the System of Supply and Demand -Traffickers, Enablers, Buyers	Learning Module 3
Week 4	Risk Factors Associated with Trafficking Susceptibility	Learning Module 4
Week 5	Child Sex Trafficking -Homelessness, Runaway, Throwaway	Learning Module 5
Week 6	Intimate Partner Violence and Sex Trafficking	Learning Module 6
Week 7	The Role of Social Media and Culture	Learning Module 7
Week 8	The Systemic Impact of Sex Trafficking on Survivors	Learning Module 8
Week 9	The Systemic Impact of Labor Trafficking on Survivors	Learning Module 9
Week 10	Survivor Identification Strategies	Learning Module 10
Week 11	North Carolina State Law vs. U.S. Federal Law	Learning Module 11
Week 12	Conducting an Assessment with Survivors	Learning Module 12
Week 13	Trauma-Focused Cognitive Behavioral Therapy	Learning Module 13
Week 14	Promoting Public Education Efforts	Learning Module 14
Week 15	Developing a Community Response to Trafficking	Learning Module 15

ASSIGNMENTS

Case Analysis Blogs (5): Students will be required to read, process, and synthesize five case analysis blogs. *Your initial post is to be a minimum of 200 words and posted no later than 10pm on Wednesday of the learning module week (3.5 points). You will be required to make one response post to a peer of your choice at a minimum of 200 words no later than 10pm on Thursday of the learning module week (3.5 points).* Early posting is encouraged. Strong postings reflect the appropriate use of grammar, spelling, and evidence that you have thoughtfully processed the case situation and the response post to a peer. Strong postings further reflect knowledge of the material, use of social work terminology, ability to apply course content, and build upon peer postings. Create your posts to be your professional reflection of the course content and your new thoughts/insights and extension of your learning (citations are only needed if information was gained from another source, i.e. textbook, APA Style format required for any citations and reference sources). **(Note:** Phrases such as *I agree, good point, I like your post, etc.* are not permitted in postings, these do not reflect blog post requirements, critical thinking, or graduate level writing. Postings below the minimum word requirement will be decreased by 1 point. Posts with multiple spelling, grammar, professional writing errors will be decreased by 1 point. Any form of plagiarism in postings results in zero points. Late submitted postings are not accepted). You may visit the following websites and search out others for further tips:

Elearners: <http://www.elearners.com/online-education-resources/online-learning/how-to-write-an-a-discussion-posting/>

Writing Commons: <http://writingcommons.org/new-media/online-forums>

Quizzes (8): Students will be required to complete eight quizzes each due no later than 10pm on Thursday of the learning module week. Late submitted quizzes are not accepted. These quizzes are used to assess the student's current learning about human trafficking in the U.S. in relation to social work practice. The quizzes may consist of items including multiple choice, true/false, short answer, and/or case essays. Each quiz will consist of approximately ten items and students will be allotted 30 minutes to complete.

EVALUATION OF COURSE OUTCOMES

ASSIGNMENT	POINTS
Analytical Blogs (5 x 7 points)	35
Quizzes (8 x 5 points)	40
Anti-Human Trafficking Public Awareness Effort	25
	TOTAL 100

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, application of 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.**

CLASS AND UNIVERSITY POLICIES

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:

6. 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.
7. 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.
8. 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 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.

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 her/his 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 her/his 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 s/he 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 All assignments must be submitted via Blackboard. Students may send an extra copy of written assignments (i.e. papers) via email just as an extra precaution. All files must be saved as Microsoft Word documents, other formats will not be accepted. If you have additional questions about distance education view this site <http://www.uncp.edu/distance/online/> . It is also recommended that students complete the online orientation at <http://www.uncp.edu/distance/online/online.html> .

General Email When sending email to the course instructor, the student must identify him/herself 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

ADAAA Statement Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695.

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Supplemental Instruction (SI) is available in some sections of classes that present historically difficult

material. An SI Leader is a model upper-division student who has taken the course and shown proficiency, and who has been trained in effective Supplemental Instruction leadership strategies. The SI Leader attends all lecture sessions and hosts at least three study sessions per week for students to attend voluntarily. SI sessions provide supplemental material for students to use to improve their understanding of the course material. SI sessions also provide an opportunity for students to ask questions and gain insight from their classmates. Students are encouraged to attend as frequently as possible to get the most benefit from the SI sessions.

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SWK 6400 Forensic Social Work Practice

Professor: Rebekah Hazlett-Knudsen, PhD, MSW Semester: Summer 2014

Phone: 910-521-6861

Class Meeting Time:

Office: HSCI #374

Class Location:

Email: rebekah.hazlett@uncp.edu

Inclement Weather Info: 910-521-6888

Office Hours: TBA

COURSE DESCRIPTION

This course develops the understanding of the role of social workers with clients within the criminal justice system and legal system. This course will focus on theory, practice, intervention, and advocacy with diverse forensic populations including offenders, victims, juveniles, and related systems. The role of social workers as expert witnesses, in child welfare, etc. is also explored. This course assumes a justice oriented multisystems and interdisciplinary approach. ***This course is worth 3 credit hours.*** **Course Prerequisites:** Admission to Graduate School and SWK Program

SOCIAL WORK COMPETENCIES

All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the ten core competencies. The expectation is that competency based education will better prepare social work students for professional practice. The ten competency areas are:

10. Identify oneself as a professional social worker and behave accordingly.
11. Know the social work ethical principles and use them to guide professional practice
12. Promote critical thinking by using logic and reasoning to effectively communicate professional decisions.
13. Understand the impact of various dimensions and consequences of diversity on human experience and incorporate them into professional practice.
14. Recognize how oppression and social justice affects client groups and be proactive in working for human rights and social justice.
15. Promote research-based practice by employing evidence-based interventions, and engage in research to improve practice, policy, and service delivery.
16. Apply knowledge of human behavior and social systems to better understand bio-psycho- social development and sociopolitical contexts.
17. Engage in policy practice to advance social and economic well-being and deliver effective social work services.

18. Be prepared to respond proactively to evolving social needs, service delivery trends, and social systems that comprise the social work practice context.
10. Have the necessary knowledge and skills to engage, assess, intervene and evaluate clients at all levels of social work practices.

STUDENT LEARNING OBJECTIVES

As a result of having completed the requirements of this course, the student will demonstrate an increased ability to:

1. Identify and describe the diverse roles, functions, and practice settings of forensic social work.

Practice Behavior: 1.1(b) Social workers practice personal reflection and self-correction to assure continual professional development; (c) Attend to professional roles and boundaries and (e) Engage in career-long learning.

Measurement of Objective: Weekly Discussion Boards, Competency-based Exams, FSW Intervention Paper.
2. Demonstrate an ability to describe the interdisciplinary nature of forensic social work.

Practice Behavior: 1.1(c) Social workers attend to professional roles and boundaries.

Practice Behavior: 1.3(a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Practice Behavior: 1.9(b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Measurement of Objective: Weekly Discussion Boards, Competency-Based Exams, FSW Intervention Paper.
3. Describe and critically apply social work values and ethics as they relate to work with forensic populations.

Practice Behavior: 1.2(a) Social workers recognize and manage personal values in a way that allows professional values to guide practice ; (b) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; (c) Tolerate ambiguity in resolving ethical conflicts and (e) Apply strategies of ethical reasoning to arrive at principled decisions.

Measurement of Objective: Weekly Discussion Boards, Competency-Based Exams, FSW Intervention Paper.
4. Demonstrate a familiarity with the adversary process including the steps in civil matters and criminal prosecution, including in mitigation cases.

Practice Behavior: 1.1(a) Social workers advocate for client access to the services of social work.

Practice Behavior: 1.10(a)(a) Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Measurement of Objective: Weekly Discussion Boards, Competency-Based Exams, FSW Intervention Paper.
5. Apply assessment and intervention processes with both offender and victim populations, including relevant mental health and substance abuse disorders, environmental influence, including the influence of oppression and socioeconomic injustice, and relevant collateral information.

Practice Behavior: 1.4(a) Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege

and power; (b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; and (c) Recognize and communicate the understanding of the importance of difference in shaping life experiences.

Practice Behavior: 1.5(a) Social workers understand the forms and mechanisms of oppression and discrimination; (b) Advocate for human rights and social and economic justice and (c) Engage in practices that advance social and economic justice.

Practice Behavior: 1.7(a) Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation and (b) Critique and apply knowledge to understand person and environment.

Practice Behavior: 1.8(a) Social workers analyze, formulate, and advocate for policies that advance social well-being.

Practice Behavior: 1.10(a)(a) Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; (b)(a) Collect, organize, and interpret client data; (b)(b) assess client strengths and limitations and (c)(d) Negotiate, mediate, and advocate for clients.

Measurement of Objective: Weekly Discussion Boards, Competency-Based Exams, Annotated Bibliography, FSW Intervention Paper.

6. Demonstrate an ability to identify and describe best practices, evidence-based interventions, the influence of changing environmental factors and societal trends, with the offender and victim populations, including victims of elder abuse.

Practice Behavior: 1.3(b) Social workers analyze models of assessment, prevention, intervention, and evaluation.

Practice Behavior: 1.6(b) Social workers use research evidence to inform practice. and evaluation, and (b) Social workers critique and apply knowledge to understand person and environment.

Practice Behavior: 1.9(a) Social workers continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Practice Behavior: 1.10(d) Social workers critically analyze, monitor, and evaluate interventions.

Measurement of Objective: Weekly Discussion Boards, Competency-Based Exams, Annotated Bibliography, FSW Intervention Paper.

Required Course Texts:

Maschi, T., Bradley, C., & Ward, K. (Eds.) (2009). *Forensic social work: Psychosocial and legal issues in diverse practice settings*. New York, NY: Springer Publishing.

American Psychological Association (2010). *Publication Manual of APA (6th Edition)*. Washington, DC: American Psychological Association.

Supplemental Readings:

Throughout the course there are supplemental readings (either from books or journals) that have been identified to provide you with a perspective beyond the textbook. All required supplemental readings are listed by week in the course schedule or are included directly in the module materials. The instructor will either provide the citation for the article or may provide the article. It will be your responsibility to access these readings through the UNCP library and/or check the webcourse for these articles.

TENTATIVE COURSE SCHEDULE
(subject to change at discretion of professor)

Week/Date	Course Topic/Content	Assignment
Module 1 Forensic Social Work: Defined, Ethics, and Legal System		
Week 1 Monday	Forensic Social Work Defined Collaborative Roles in Forensic Social Work Forensic Social Work History	Complete module and discussion in the webcourse Complete text readings: Maschi, Bradley, & Ward (2009), Chapters 1 & 2 Complete supplemental reading: <i>Roberts, A. R., Springer, D. W. & Brownell, P. (2007). The emergence and current developments in forensic social work. In A. R. Roberts, & D. W. Springer (Eds.), Social Work in Juvenile and Criminal Justice Settings (pp. 5- 24). Springfield, IL: Charles C. Thomas.</i>
Week 1 Tuesday	Social Work Ethics with Forensic Population Social Justice Systems Perspective	Complete module and discussion in the webcourse Complete text readings: Maschi, Bradley, & Ward (2009), Chapters 3 & 23 Supplemental materials: NASW Code of Ethics & http://nofsw.org/?page_id=498
Week 1 Wednesday	Civil and criminal law Court system Policy	Complete module and discussion in the webcourse Complete discussion board requirement Complete readings: Maschi, Bradley, & Ward (2009), Chapter 4
Week 1 Thursday	Mitigation Expert Witnessing	Complete module and discussion in the webcourse Complete supplemental readings: <i>Barker, R. L. & Branson, D. M. (2000). Testifying as an expert witness. In R. L. Barker, & D. M. Branson (Eds.), Forensic Social Work: Legal Aspects of Professional Practice (pp. 53-69). Binghamton, NY: Haworth Press, Inc.</i> <i>Niland, J. P. (2007). The role of the forensic social worker in developing mitigation Evidence. In A. R. Roberts, & D. W. Springer (Eds.), Handbook of Forensic Mental Health with Victims and Offenders (pp. 125-149). New York, NY: Springer.</i>
Module 2 Forensic Practice with Victims and Vulnerable Populations		
Week 2 Monday	Intimate Partner Violence Crisis Intervention	Complete module and discussion in the webcourse Complete text readings: Maschi, Bradley & Ward (2009), Chapter 8 Complete supplemental readings: <i>McClennen, J. (2010). Assessment and intervention with victims of intimate partner violence, Social Work and Family Violence (pp. 173-200). New York, NY: Springer.</i>
Week 2 Tuesday	Intimate Partner Violence Assessing lethality Safety planning Legal and ethical questions	Complete module and discussion in the webcourse Complete text readings: Maschi, Bradley & Ward (2009), Chapter 8 Complete supplemental readings: <i>McClennen, J. (2010). Assessment and intervention</i>

		<i>with victims of intimate partner violence, Social Work and Family Violence (pp. 173-200). New York, NY: Springer.</i>
Week 2 Wednesday	Elder abuse definition Identification and assessment of elder abuse Ecological systems and prevention	Complete module and discussion in the webcourse Complete text readings: Maschi, Bradley & Ward (2009), Chapter 9 Complete any indicated supplemental readings
Week 2 Thursday	Immigrant & migrant populations Refugee & asylee populations	Complete module and discussion in the webcourse Complete text readings: Maschi, Bradley & Ward (2009), Chapters 24, & 25
Week 2	<u>Exam 1 open Thursday to Monday</u>	Exam 1 will cover Modules 1 & 2 (Weeks 1 & 2)
Module 3 Roles and Practice with the Incarcerated and System-Involved Populations		
Week 3 Monday & Tuesday	Practice in prisons Prisoner population & roles Practice skills: assessment and intervention Therapeutic relationship?	Complete module and discussion boards in the webcourse. Complete text readings: Maschi, Bradley & Ward (2009), Chapter 19 Complete supplemental readings: <i>Severson, M. M. (1994). Adapting social work values to the corrections environment. Social Work, 39(4), 451-456.</i> <i>Ivanoff, A., Smyth, N. J. & Dulmus, C. N., (2007). Preparing social workers for practice in correctional institutions. In A. R. Roberts, & D. W. Springer (Eds.), Social Work in Juvenile and Criminal Justice Settings (pp.341-350). Springfield, IL: Charles C. Thomas.</i>
Week 3 Wednesday & Thursday	Addressing the mental health & substance abuse needs of system-involved individuals Programming for the system-involved	Complete module and discussion boards in the webcourse. Complete text readings: Maschi, Bradley & Ward (2009), Chapter 14 & 15 Complete supplemental readings: <i>Kubiak, S. P., & Rose, I. M. (2007). Trauma and posttraumatic stress disorder in inmates with histories of substance use. In D.W. Springer. & A. R. Roberts (Eds.), Handbook of Forensic Mental Health with Victims and Offenders (pp. 445-466). Springfield, IL: Charles C. Thomas.</i>
Week 4 Monday & Tuesday	Women in prison	Complete module and discussion boards in the webcourse. Complete discussion board Complete supplemental readings: <i>Covington, S. S. (2003). A woman's journey home: Challenges for female offenders. In J. Travis, & M. Waul (Eds.), Prisoners Once Removed (pp. 67-103). The Urban Institute Press: Washington, D.C.</i>
Week 4	Children of the incarcerated Impact of imprisonment on	Complete the module and discussion boards in Blackboard

Wednesday & Thursday	families.	Complete supplemental readings: <i>Braman, D., & Wood, J. (2003). From one generation to the next: How criminal sanctions are reshaping family life in urban America. In J. Travis, & M. Waul (Eds.), Prisoners Once Removed (pp. 157-187). The Urban Institute Press: Washington, D.C.</i> <i>Holmes, T. R., Belmonte, K., Wentworth, M., & Tillman, K. (2010). Parents in the system: An ecological systems approach to the development of children with incarcerated parents. In J. Graham, Y. Harris, & G. Oliver Carpenter (Eds.), Children of Incarcerated Parents (pp.21-39). New York, NY: Springer.</i>
Week 5 Monday	Reentry (The Long Road Home) Factors unique to reentry for prisoners with mental health and substance issues.	Complete the module and discussion in Blackboard Complete text readings: Maschi, Bradley & Ward (2009), Chapter 20 Complete any indicated supplemental readings
Week 5 Tuesday	Restorative Justice	Complete the module and discussion in Blackboard Complete text readings: Maschi, Bradley & Ward (2009), Chapter 22. Complete supplemental readings: <i>Umbreit, M., & Peterson Armour, M. (2011). Restorative Justice Dialogue (Chapter 1, pp 1-33). Springer, New York, NY.</i>
Week 5 Wednesday	Juvenile Justice System and Social Work Roles Practice skills	Complete the module and discussion in Blackboard Complete text readings: Maschi, Bradley & Ward (2009), Chapter 18 Complete supplemental readings: <i>Potter, C. C., & Jenson, J. M. (2007). Assessment of mental health and substance abuse treatment needs in juvenile justice. In A. R. Roberts, & D. W. Springer (Eds.), Social Work in Juvenile and Criminal Justice Settings (pp. 133-147). Springfield, IL: Charles C. Thomas.</i>
Week 5 Thursday	School as a practice setting Prevention and reentry of juvenile offenders Restorative justice with juvenile offenders Direct filing	Complete the module and discussion in Blackboard Complete text readings: Maschi, Bradley & Ward (2009), Chapters 11, & 21. Complete any indicated supplemental readings
Week 5	<u>Exam 2 open Thursday to Monday</u>	Exam 2 will cover Module 3 (Weeks 3-5)

ASSIGNMENTS

Discussion Boards (20 total points): Preparation, attendance, and participation in this course are the responsibility of each student. As points cannot be given for attendance, points are assigned for each week's discussion board. Students are expected to post in the discussion board required for each class day and respond to at least 2 of their fellow student's entries.

*Please note that general discussion boards (non-graded) may also be provided for the facilitation of class discussion and group discussion.

Exams (Two exams, 15 points per exam): Students are required to take exams on during the availability period (make-up exams are not permitted outside of very extreme circumstances as determined by the instructor, late exam submissions will be decreased by 10 points). These exams are used to assess the student's current learning about social work practice with forensic populations. The exams may consist of items including multiple choice, true/false, short answer, and/or case analysis.

Annotated Bibliography (20 points): The purpose of this assignment is to assist you in identifying and synthesizing peer reviewed articles as they relate to your population of interest and subsequent FSW Intervention Paper. You will be responsible for completing a review (in annotated bibliography form) of 10-12 peer reviewed journal articles in the area of your interest. To facilitate group interaction, peer review of this assignment will be completed via the online course section. Further guidelines for this assignment are provided in the assignments section of the webcourse. ***Due by the beginning of Week 3**

Forensic Social Work (FSW) Intervention Paper (30 points): The purpose of this 12-15 page paper is to allow you the opportunity to research a specific area of interest (need) within your chosen population, drawing upon core concepts learned throughout the semester. In this assignment you will continue the work you previously started in the annotated bibliography assignment; building upon your problem statement and research. This analysis will utilize the comprehensive materials covered throughout the semester, including: the text, the modules, and external materials and your own research in the form of peer reviewed journals. Further guidelines for this assignment are provided in the assignments section of the webcourse. ***Due by the end of Week 4**

EVALUATION OF COURSE OUTCOMES

ASSIGNMENT	POINTS
Exams (2 x 15)	30
Discussion Boards	20
Annotated Bibliography	20
Forensic Social Work Intervention Paper	30
TOTAL	100

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 delivered via "Blackboard". Methods of instruction include online (asynchronous and synchronous) modules, lecture-discussion, simulation exercises, application of homework, and assigned readings. All class activities will take place via the web. 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. **It is the responsibility of the student to carefully read and understand the syllabus and all distributed assignments and materials. Consistently check Blackboard for announcements.**

CLASS AND UNIVERSITY POLICIES

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

Attendance and Participation Policy: Attendance and class participation are critical to the learning and integration of materials. Due to the nature of online learning, students are considered in attendance for the week when the weekly discussion board requirement has been met. Should a student not participate in and submit their weekly discussion board (or similar weekly requirement) that student will be considered absent from the class for that week.

There are no excused absences other than for religious holidays: 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.
4. 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.

A student will fail the class if more than six class hours are missed. Students should use any absences in a well-determined manner as extending at or beyond the six hours will result in failure of the course. The instructor may request that the student missing a class submit a report related to the topic discussed in class. Students are therefore encouraged to be mindful of absences and make every effort to be in attendance.

Late Assignments: All assignments must be turned in by the date and time the assignment is due. *Late assignments will lose the equivalent of 1/3 of the total possible points.* Once an assignment is late, the student has two weeks to submit the make-up work. No make-up assignment will be accepted ***after two weeks*** from the original due date of an assignment. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

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.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work (group work may be allowed and if so you will receive instructions on these assignments) and all of the work produced will be expected to be completed in its entirety by

the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity (Academic Honor Code) will be strictly enforced. Students found to have intentionally and knowingly cheated or plagiarized will receive no credit for the exam or assignment, may receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the [UNCP Office of Student Conduct](#) for more information). Students who observe others violate this policy are expected to report this to the instructor.

Turnitin.com/SafeAssign: The instructor reserves the right to require that students submit all papers and assignments through turnitin.com or SafeAssign. Both are online systems which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com> or <http://www.safeassign.com/>.

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:

11. 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.
12. 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.
13. 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.

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.

ADAAA Statement Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.

Tutoring is available for most subjects in the Center for Academic Excellence to groups of up to five students per session, with peer tutors who show proficiency in courses and have been trained in effective tutoring strategies. To get the most effective results, students should sign up for tutoring as soon as possible after the beginning of the semester, come to tutoring sessions with specific questions prepared regarding course material, and attend the sessions consistently. Sign up for tutoring by contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu.

Student Support Services provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid. Contact the TRIO office in the A and B suites in Jacobs Hall.

Supplemental Instruction (SI) is available in some sections of classes that present historically difficult material. An SI Leader is a model upper-division student who has taken the course and shown proficiency, and who has been trained in effective Supplemental Instruction leadership strategies. The SI Leader attends all lecture sessions and hosts at least three study sessions per week for students to attend voluntarily. SI sessions provide supplemental material for students to use to improve their understanding of the course material. SI sessions also provide an opportunity for students to ask questions and gain insight from their classmates. Students are encouraged to attend as frequently as possible to get the most benefit from the SI sessions.

The Resource Learning Lab in the Center for Academic Excellence offers computer based, self-paced tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem dissection. These programs are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student's progress. The Resource Learning Lab also offers self-help DVDs for academic study skills such as Values and Goals, Time Management, Critical Thinking and Problem Solving, Active Listening and Note Taking, Researching, Reading and Writing, and Studying and Test Taking. The Resource Learning Lab is available to all students, whether right out of high school or non-traditional students needing a refresher, by contacting Mark Hunt at 910-775-4393 or mark.hunt@uncp.edu.

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.

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 counseling curriculum. Students may be called upon through exercises, written assignments, and/or in-class/online 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.*

14.

15. **A Note about Professional Behavior:** *Unprofessional behavior will not be tolerated; this includes - rude or disrespectful comments via web course tools, interactions with classmates or the instructor; biased or prejudiced language or action towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will deduct a point from their overall course grade for each occurrence. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program coordinator and the Office of Student Conduct. Please note that you are considered burgeoning professionals and are expected to treat your colleagues with respect.*

Bibliography

16. Brownell, P., & Roberts, A. R. (2002). A Century of Social Work in Criminal Justice and Correctional Settings. *Journal of Offender Rehabilitation*, 35(2), 1-17.
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- Swingonski, M. E., Sakina-Mama, R., & Ward, K. (2007) (Eds.), *Hate Crimes to Human Rights: A Tribute to Matthew Shepard*. Binghamton, NY: Harrington Park Press.
- Vogelsang, J. (2001). *The Witness Stand: A Guide for Clinical Social Workers in the Courtroom*. Binghamton, NY: The Haworth Social Work Practice Press.

Military Social Work (SWK 6500)

Professor: Dr. Savvas Daniel Georgiades
Phone: 910-775-4079
Email: savvas.georgiades@uncp.edu

Semester: Summer 2014
Office: Health Sciences Bldg. #364
Office Hours: TBA

COURSE DESCRIPTION

This course introduces the student to the complexities involved in military culture, combat and post-war experience. It analyzes the field of military social work practice placing particular emphasis on the diversity of military/veteran families, their resiliencies, and challenges in modern societies. The course has an empowerment, family-centered focus and aims to advance a non-judgmental, culturally-sensitive, ethical understanding and treatment of military personnel/veterans and their families. The importance of creativity and innovation in designing and evaluating theory-grounded, practice-informed micro-, mezzo-, and macro-level interventions, adherence to professional ethics, and adoption of best-evidence modalities in the field are also highly accentuated; *3 credit hours, Course Prerequisites: Admission to the MSW program.*

SOCIAL WORK COMPETENCIES

All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the ten core competencies. The expectation is that competency based education will better prepare social work students for professional practice. The ten competency areas are:

19. Identify oneself as a professional social worker and behave accordingly.
20. Know the social work ethical principles and use them to guide professional practice
21. Promote critical thinking by using logic and reasoning to effectively communicate professional decisions.
22. Understand the impact of various dimensions and consequences of diversity on human experience and incorporate them into professional practice.
23. Recognize how oppression and social justice affects client groups and be proactive in working for human rights and social justice.
24. Promote research-based practice by employing evidence-based interventions, and engage in research to improve practice, policy, and service delivery.
25. Apply knowledge of human behavior and social systems to better understand bio-psycho- social development and sociopolitical contexts.
26. Engage in policy practice to advance social and economic well-being and deliver effective social work services.
27. Be prepared to respond proactively to evolving social needs, service delivery trends, and social systems that comprise the social work practice context.

10. Have the necessary knowledge and skills to engage, assess, intervene and evaluate clients at all levels of social work practices.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1:

Develop professional capacity to assess military culture dynamics, expectations, and the associated stresses compounding military/veteran families and resolve ethical dilemmas in the field.

Examples of Targeted Practice Behaviors:

PB 2.2: Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

P.B. 2.4: Apply strategies of ethical reasoning to arrive at principled decisions;

Method of Assessment of Targeted Practice Behaviors:

Test, Blackboard Discussion

Outcome 2:

Assess the resiliencies, strengths, and needs of military/veteran families and practice competently with diverse military/veteran populations including women, people of color, the homeless, the mentally challenged, substance abusing military personnel/veterans, those with physical disabilities, and so on.

Examples of Targeted Practice Behaviors:

PB 5.1: Understand the forms and mechanisms of oppression and discrimination;

PB 10b.2: Assess client strengths and limitations;

Method of Assessment of Targeted Practice Behaviors:

Test, Blackboard Discussion

Outcome 3:

Apply best-evidence interventions for the assessment, prevention, and treatment of mental health and family relationship challenges identified with military/veterans individuals and their families.

Examples of Targeted Practice Behaviors:

PB. 3.2: Analyze models of assessment, prevention, intervention, and evaluation;

PB. 6.2: Use research evidence to inform practice;

Method of Assessment of Targeted Practice Behaviors:

Test, Blackboard Discussion

Outcome 4:

Synthesize the complexities highlighting the military social worker role particularly as it pertains to intra-familial stress, post-war trauma and bereavement, reintegration into society and transition to civilian life, the effective use of inter-disciplinary collaboration, and advocacy.

Examples of Targeted Practice Behaviors:

PB 10c.4: Negotiate, mediate, and advocate for clients.

PB 10c.5: Facilitate transitions and endings.

Method of Assessment of Targeted Practice Behaviors:

Test, Blackboard Discussion

Instructional Methods

On-Line Lecture Notes

Instructor Guided Discussion on Blackboard

Peer Interaction and Discussion on Blackboard

Videos

Assigned Reading and Reflection on blackboard

Required Textbook

Rubin, A., Weiss, E. L., & Coll, J.E. (2012). *Handbook of military social work*. Hoboken, NJ : Wiley.

Supplemental Reading

See course outline for details.

Assignments**Exams**

At the end of each week, students are required to take an exam on blackboard covering all reading material covered in the specific week. In total 5 exams will be given. It is the student's responsibility to complete the exam on blackboard within the time constraints set in the course outline (see below). Students are to work individually and not in pairs or groups on their exams. Each exam will carry a maximum score of 15 points.

Blackboard Discussion

Students are expected each week to post comments on blackboard reflecting their reactions to their reading material. They are also strongly encouraged to make reference to additional relevant material in their blackboard discussion such as a recent newspaper article, a video, a personal or relative's/acquaintance's experience, a professional experience, etc. In addition, it is a core course requirement that students read frequently each other's comments on blackboard and generate qualitative reflection and discussion conducive to the learning growth of the entire class. The instructor will monitor blackboard discussion and generate questions for further critical analysis and synthesis of learning content. Confidentiality for all information shared on blackboard as well as civility in interaction on blackboard and mutual respect are required and in compliance with professional ethics. No student should feel attacked for their comments and everyone should feel free and welcome to express their position as long as it is not abusive to anyone else and is in compliance with professional ethics. Students will receive a blackboard discussion grade every week which will be noted on their blackboard grade center. Each week the maximum blackboard discussion score will be 5 points for a total maximum blackboard discussion score of 25 points for the entire course. Students will be credited points based on the quality rather than the quantity of their blackboard discussion. Consult with the instructor if you have questions and/or need further clarification about any of the above. It is the students' responsibility to familiarize themselves with blackboard use and to contact timely the DoIT department of the University for any technical problems encountered on blackboard.

METHOD OF STUDENT EVALUATION

ASSIGNMENT	POINTS
Exams (5 x 15)	75
Blackboard Discussion (5 x 5)	25
Total.....	100

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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CLASS AND UNIVERSITY POLICIES

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

Attendance and Participation Policy: Attendance and class participation are critical to the learning and integration of materials. Due to the nature of online learning, students are considered in attendance for the week when the weekly discussion board requirement has been met. Should a student not participate in and submit their weekly discussion board (or similar weekly requirement) that student will be considered absent from the class for that week.

There are no excused absences other than for religious holidays: 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:

5. 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.
6. 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.
7. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.
8. 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.

A student will fail the class if more than six class hours are missed. Students should use any absences in a well-determined manner as extending at or beyond the six hours will result in failure of the course. The instructor may request that the student missing a class submit a report related to the topic discussed in class. Students are therefore encouraged to be mindful of absences and make every effort to be in attendance.

Late Assignments: All assignments must be turned in by the date and time the assignment is due. *Late assignments will lose the equivalent of 1/3 of the total possible points.* Once an assignment is late, the student has two weeks to submit the make-up work. No make-up assignment will be accepted **after two weeks** from the original due date of an assignment. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

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.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work (group work may be allowed and if so you will receive instructions on these assignments) and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity (Academic Honor Code) will be strictly enforced. Students found to have intentionally and knowingly cheated or plagiarized will receive no credit for the exam or assignment, may receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UNCP Office of Student Conduct for more information). Students who observe others violate this policy are expected to report this to the instructor.

Turnitin.com/SafeAssign: The instructor reserves the right to require that students submit all papers and assignments through turnitin.com or SafeAssign. Both are online systems which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com> or <http://www.safeassign.com/>.

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:

17. 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.
18. 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.
19. 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.

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.

ADAAA Statement Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability

Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.

Tutoring is available for most subjects in the Center for Academic Excellence to groups of up to five students per session, with peer tutors who show proficiency in courses and have been trained in effective tutoring strategies. To get the most effective results, students should sign up for tutoring as soon as possible after the beginning of the semester, come to tutoring sessions with specific questions prepared regarding course material, and attend the sessions consistently. Sign up for tutoring by contacting Courtney Walters at 910-775-4408 or courtney.walters@uncp.edu.

Student Support Services provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid. Contact the TRIO office in the A and B suites in Jacobs Hall.

Supplemental Instruction (SI) is available in some sections of classes that present historically difficult material. An SI Leader is a model upper-division student who has taken the course and shown proficiency, and who has been trained in effective Supplemental Instruction leadership strategies. The SI Leader attends all lecture sessions and hosts at least three study sessions per week for students to attend voluntarily. SI sessions provide supplemental material for students to use to improve their understanding of the course material. SI sessions also provide an opportunity for students to ask questions and gain insight from their classmates. Students are encouraged to attend as frequently as possible to get the most benefit from the SI sessions.

The Resource Learning Lab in the Center for Academic Excellence offers computer based, self-paced tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem dissection. These programs are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student's progress. The Resource Learning Lab also offers self-help DVDs for academic study skills such as Values and Goals, Time Management, Critical Thinking and Problem Solving, Active Listening and Note Taking, Researching, Reading and Writing, and Studying and Test Taking. The Resource Learning Lab is available to all students, whether right out of high school or non-traditional students needing a refresher, by contacting Mark Hunt at 910-775-4393 or mark.hunt@uncp.edu.

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.

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 counseling curriculum. Students may be called upon through exercises, written assignments, and/or in-class/online 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.*

A Note about Professional Behavior: *Unprofessional behavior will not be tolerated; this includes - rude or disrespectful comments via web course tools, interactions with classmates or the instructor; biased or prejudiced language or action towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will deduct a point from their overall course grade for each occurrence. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program coordinator and the Office of Student Conduct. Please note that you are considered burgeoning professionals and are expected to treat your colleagues with respect.*

COURSE OUTLINE

Week 1	Topics	Required Readings/Assignments
Monday	History of Military Social Work Military Culture & Diversity	Chapters 1 & 2
Tuesday	Women in the Military Racism in the Military	Chapter 3
<u>Supplemental Reading:</u> Mattocks, K. M., et al. (2012). Women at war: Understanding how women veterans cope with combat and military sexual trauma. <i>Social Science & Medicine</i> , 74, 537-545. Burk, J. & Espinoza, E. (2012). Race relations within the US military. <i>Annual Review of Sociology</i> , 38, 401-422		
Wednesday	Ethical Decision Making	Chapter 4
<u>Supplemental Reading:</u> Beckerman, N. (2012). Ethical Challenges when working with the military. In Beder, J. (Ed.). <i>Advances in social work practice with the military</i> (pp. 267-277). New York, NY: Routledge.		
Thursday	Secondary Trauma in MSK	Chapter 5
<u>Supplemental Reading:</u> Bride, B. & Figley, C. R. (2009). Secondary trauma and military veteran caregivers. <i>Smith College Studies in Social Work</i> , 79, 314-329.		

EXAM 1

It covers all material of week 1. Available on blackboard from Friday 8 am to Sunday 11.30 pm (must be completed by 11.30 pm)

Week 2	Topics	Required Readings/Assignments
Monday	PTSD in Veterans	Chapters 6
Supplemental Reading: Mittal, D. D. et al. (2013). Stigma associated with PTSD: Perceptions of treatment seeking combat veterans. <i>Psychiatric Rehabilitation Journal</i> , 36, 86-92		
Tuesday	The Neurobiology of PTSD and CPT Therapy	Chapters 7&8
Wednesday	Treating combat-related PTSD with virtual reality exposure therapy Psychopharmacology for PTSD and Co-Occurring Disorders	Chapter 9
Thursday	Traumatic Brain Injury (TBI) and Practice	Chapters 10 & 11

EXAM 2

It covers all material of week 2.

Available on blackboard from Friday 8 am to Sunday 11.30 pm (must be completed by 11.30 pm).

Week 3	Topics	Required Readings/Assignments
Monday	Assessing, Preventing, Treating Substance Abuse Disorders	Chapters 12 & 13
Tuesday	Suicide in the Military	Chapter 14
Supplemental Reading: Bush, N. et al. (2013). Suicides and suicide attempts in the U.S. military 2008-2010. <i>Suicide and Life-Threatening Behavior</i> , 43, 262-273. Jensen, R. (2013). Military suicidality and principles to consider in prevention. In Scurfield, R. M. & Platoni, K. T. (Ed.), <i>War trauma and its wake: Expanding the circle of healing</i> (pp. 156-171). New York, NY: Routledge.		
Wednesday	Homelessness among Veterans	Chapter 15
Supplemental Reading: Hamilton, A. B. Poza & Ines Washington, D. L. (2011). Homelessness and trauma go hand in hand. Pathways to homelessness among women veterans. <i>Women's Health Issues</i> , 21, 203-209		
Thursday	Navigating systems of Care Transitioning Veterans into Civilian Life	Chapters 16 & 17
Supplemental Reading: Demers, A. (2011). When veterans return: The role of community in reintegration. <i>Journal of Loss and Trauma</i> , 16, 160-179.		

EXAM 3

It covers all material of week 3.

Available on blackboard from Friday 8 am to Sunday 11.30 pm (must be completed by 11.30 pm).

Week 4	Topics	Required Readings/Assignments
Monday	History of US Military Families And the Role of Social Workers	Chapter 18
Supplemental Reading: Hall, J. C. (2009). Utilizing social support to conserve the fighting strength: Important considerations for military social workers. <i>Smith College Studies in Social Work</i> , 79, 335-343		
Tuesday	Cycle of Deployment and Family Well-being.	Chapter 19
Wednesday	Supporting National Guard & Reserve Members & Their Families	Chapter 20

Thursday	The Exceptional Family Member Program Helping Special Needs Children in Military Families	Chapter 21
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EXAM 4

It covers all material of week 4.

Available on blackboard from Friday 8 am to Sunday 11.30 pm (must be completed by 11.30 pm).

Week 5	Topics	Required Readings/Assignments
Monday	Grief, Loss, & Bereavement In Military Families	Chapter 22
Supplemental Reading:		
LaMorie, J. H. (2012). Operation Iraqi freedom: Exploring wartime death and bereavement. In Beder, J. (Ed.), <i>Advances in social work practice with the military</i> (pp. 180-198). New York, NY: Routledge.		
Cohen, J. A. et al. (2009). Military children: The sometimes orphans of war. In Freeman, S.M., Moore, B. A. & Freeman, A. (Ed.), <i>Living and surviving in harm's way: A psychological treatment handbook for pre- and post-deployment of military personnel</i> (pp. 395-416). New York, NY: Routledge.		
Tuesday	The Stress Process Model for Supporting Long-Term Family Caregiving	Chapter 23
Wednesday	Family-Centered Programs & Interventions for Military Children & Youth	Chapter 24
Thursday	Couple and Family Therapy for Military Families	Chapters 25&26

EXAM 5

It covers all material of week 5.

Available on blackboard from Friday 8 am to Sunday 11.30 pm (must be completed by 11.30 pm).

5. Proposals from the Department of Mass Communication

5.8 Program Proposal: Revise Broadcasting track to add a variety of options for students taking courses in the broadcasting track. Writing requirements can now be fulfilled with one of three options. Broadcast "business" courses now also offer the option of studying the film industry. 3000-level production courses now have a third option to study advanced visual effects and post-production techniques.

Rationale: This proposed change to the broadcasting track allows greater variety in student career path preparation as they move through the curriculum. It also allows for greater flexibility so that students will have options to graduate if they are targeting a certain type of job within the field of mass communication.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

Attached: Catalog Copy

BACHELOR OF SCIENCE IN MASS COMMUNICATION

Requirements for a Bachelor of Science Degree in Mass Communication	Sem. Hrs.
(Broadcasting, Journalism, Public Relations)	
Freshman Seminar	1
General Education Program	44
Core Major Courses: MCM 2100, 2400, 4050, 4130, 4360	15
Courses required for Track*	18-24
Electives	36-42
	Total: 120

<p>Broadcasting Track BRD 1600, 1610, 1620, 2610, and 2600; 3130, 3140, or 3170; 3150 or MCM 2500; 3600, 3700, or 4200; 4600, 3150, 3130 or 3140</p>	<p>Total: 21</p>
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