After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information
Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. SOCWRK 333: Generalist Social Work Practice I: Individuals satisfies three credits of the Foundational Studies Program’s Communication in the Discipline requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

1. Write effectively in multiple contexts for a variety of audiences.
2. Communicate effectively as speaker and listener.

SOCWRK 333: Generalist Social Work Practice I: Individuals is designed to integrate course content with the opportunity to develop communication skills important in the field of Social Work. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

1. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1).
2. Apply critical thinking to inform and communicate professional judgments (SWC 2.1.3).
3. Engage in research-informed practice and practice-informed research (SWC 2.1.6).
4. Engage, assess, intervene, and evaluate with individuals (SWC 2.1.10).
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

SOCWRK 333: Generalist Social Work Practice I: Individuals: Students who require reasonable accommodations are responsible for making these arrangements with the instructor. Students who require reasonable accommodations should alert the instructor to their needs during the first class session. All reasonable accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: Course Design Table. Column headings for this table should not be changed.) The purpose of the table is to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to…”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>All learning outcomes are listed.</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students’ success on the planned assessments?</td>
</tr>
</tbody>
</table>

Please see attached course design table.

Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Please see attached document.
Part V. Additional Justification (optional)

For the Social Work CID course, SOCWRK 333: Generalist Social Work Practice I: Individuals, there are at least two major written assignments. They will include assignments similar to the following:

1. **Bio-psycho-social-cultural-spiritual Assessment.** The purpose of an assessment is to gain an understanding of the client’s presenting problem(s), the dynamics contributing to the problem(s), and bridge theory to empirically based practice by developing, in concert with the client, steps that can be taken to minimize or resolve these problem(s). Each student will complete a written assessment (generally about 15 pages) of their work with a client including a tentative plan to address identified problems/concerns. The assessment should be written from a bio-psycho-social-cultural-spiritual perspective, demonstrating commitment to social work values and ethics, an understanding of systems perspective, human development, and the interplay between policy, research, practice, field, and human behavior. The document will be prepared in sections and edited in class by each student and peers.

2. **Role Play Documentation.** Maintaining an accurate, concise, and sensitive record for each client is an essential ethical and legal mandate for all social workers. Thus, students will have an opportunity to practice a variety of record keeping formats within this course. When acting in the role of the social worker, the student assuming the role of social worker will maintain a record of their interactions with the client (an ethical obligation of professional social workers). This documentation should be prepared in one of the methods (process recording, progress notes, narrative recording, etc.) described in Chapter 16 of *Understanding Generalist Practice* by Karen Kirst-Ashman and Grafton Hull (2009). Students will have class time to complete their documentation for each role-play session. Peers will edit student’s documentation during a variety of in class exercises.

Additionally, for the Social Work CID course, SOCWRK 333: Generalist Social Work Practice I: Individuals, there are at least two major oral communication assignments. They will include assignments similar to the following:

**Staffing.** The purpose of the staffing is to get a chance to practice presenting a client in a real world situation and to participate in providing professional feedback to your peers. Students will present their client, identify an area that will be the focus of the staffing, and allow time for questions and feedback from peers and instructor. There is a written form students will use to prepare for their staffing and peers will provide written feedback as well.

**Role Plays.** Students will participate, as a social worker, in a role-play for each phase of the generalist intervention model of planned change (engagement, assessment, planning, implementation, etc.).
<table>
<thead>
<tr>
<th>ULO 1</th>
<th>Criteria and Notions of Exemplary Work</th>
<th>Course Learning Objectives “By the end of this course, each student should be able to…”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activity/Pedagogy</th>
</tr>
</thead>
</table>
| Write Effectively: Purpose | Focuses narrowly on a clear purpose | 1. Write effectively in multiple contexts, for a variety of audiences.  
2. Apply critical thinking to inform and communicate professional judgments (SWC 2.1.3)  
3. Engage, assess, intervene, and evaluate with individuals (SWC 2.1.10) | 1. For two major written assignments (assessment and progress notes) students will be evaluated for providing a clear sense of purpose (points assigned/removed in rubric for statement of purpose) and ability to demonstrate critical thinking | 1. Lecture and required readings  
2. Provide topics, class time, and/or homework assignments requiring written reflection  
3. Provide format for bio-psycho-social-cultural-spiritual assessment and/or other similar assignments  
4. Provide feedback on written assignments  
5. Peer review of written work and feedback |
| Write Effectively: Voice | Adopts an appropriate voice, tone, and level of formality | Write effectively in multiple contexts, for a variety of audiences. | 1. For two major written assignments (assessment and progress notes) students will be evaluated on appropriate use of tone (points assigned/removed in rubric for appropriate voice) | 1. Lecture and required readings  
2. Provide topics, class time, and/or homework assignments requiring written reflection  
3. Provide format for bio-psycho-social-cultural-spiritual assessment and/or other similar assignments  
4. Provide feedback on written assignments  
5. Peer review of written work and feedback |
| Write effectively: Conventions | Uses the text conventions of writing in a field professionally | | | |
| Write effectively: Sources | Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions | 1. Write effectively in multiple contexts, for a variety of audiences.  
2. Engage in research-informed practice and practice-informed research (SWC 2.1.6) | 1. For one major written assignment (assessment) students will be evaluated on appropriate use of sources which is an essential part of engaging in research informed practice (points assigned/removed in rubric for synthesis of ideas from sources and APA documentation) | 1. Lecture on engaging in research-informed practice and practice-informed research.  
2. Require current APA manual as text for class.  
3. Provide feedback on written assignments  
4. Peer review of written work and feedback |
| Write Effectively: Revision | Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback | Write effectively in multiple contexts, for a variety of audiences. | 1. For two major written assignments (assessment and progress notes) students will provide a draft of documents for feedback and assessment by peers and instructor 2. For two major written assignments (assessment and progress notes) students will make changes suggested in peer and instructor feedback or provide rational based in literature for not making changes. | 1. In class, peer review of written assignments (progress notes, assessment, letters to client/social worker, etc) 2. Provide in class time to review and edit peer papers 3. In class exercises to review/edit progress notes 4. Provide instructor feedback on written assignments (progress notes, assessment, letters to client/social worker, and written reflections) |
| Write Effectively: Mechanics | Controls mechanical features such as syntax, grammar, and punctuation | Write effectively in multiple contexts, for a variety of audiences. | 1. For two major written assignments (assessment and progress notes) students will demonstrates proficiency in syntax, grammar, and punctuation (points assigned/removed as a portion of the writing mechanics portion of written assignment rubrics) | 1. Lecture 2. In class review of progress notes 3. In class peer review and editing 4. Contact information for the Writing Center included on the syllabus |
| Write in multiple contexts: Genres | Uses genres appropriate to the discipline well | Write effectively in multiple contexts, for a variety of audiences. | 1. For four written assignments (assessment, progress notes, staffing form, and reflection assignments) and progress notes) students will be evaluated for satisfactory completion of writing assignments designed to address multiple genres within the profession of social work | 1. Lecture and assigned readings 2. Provide assignments (progress notes, assessment format, staffing forms, reflection topics, etc). 3. Provide rubrics for assignments when appropriate 4. Provide class time for peer review exercises 5. Provide feedback on written assignments |
| Write in multiple contexts: Rhetorical Situation | Responds well to the needs of different rhetorical situations | NA | 1. | 1. Facilitate discussion about the difference between and availability of scholarly sources. |
| Write in multiple contexts: | Uses wide variety of resources to locate resources | Write effectively in multiple contexts, for a variety of audiences. | 1. For one major written assignment (assessment) students will demonstrates proficiency locating and | 1. |
| Research | | using appropriate scholarly sources | 2. Provide contact information for Social Work Librarian on syllabus.  
3. Arrange for demonstration from library during class time. |
|-----------|------------------|----------------------------------|--------------------------------------------------------------------------------------------------|
| Write in multiple contexts: Strategies | Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | NA | 1. Lecture and assigned readings  
2. Provide assignments (progress notes, assessment format, staffing forms, reflection topics, etc).  
3. Provide rubrics for assignments when appropriate  
4. Provide class time for peer review exercises  
5. Provide feedback on written assignments |
<p>| Write for a variety of audiences | Responds well to the needs of different audiences: addresses professional the expectations of disciplinary audience | Write effectively in multiple contexts, for a variety of audiences. | 1. For four written assignments (assessment, progress notes, staffing form, and reflection assignments) students will be evaluated for satisfactory completion of writing assignments designed to address needs of multiple audiences within the profession of social work |</p>
<table>
<thead>
<tr>
<th>ULO 2</th>
<th>Criteria and Notions of Exemplary Work</th>
<th>Course Learning Objectives</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activity/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively as speaker: <strong>Message</strong></td>
<td>Focuses on a compelling central message that is precisely stated, appropriate repeated, memorable, and strongly supported</td>
<td>1. Communicate effectively in speech, both as a speaker and listener 2. Engage, assess, intervene, and evaluate with individuals (SWC 2.1.10)</td>
<td>1. For two major oral communication assignments (staffings and role plays) students will be evaluated for precisely stating a central message appropriate to the stage of the helping relationship.</td>
<td>1. Lecture and assigned readings – planned change process (i.e. engage, assessment, plan...), stages of relationship building, and identification of a central message during staffing, prioritizing client concerns, reflection, quantifying observations, etc. 2. Provide role play scenarios to be randomly distributed 3. Provide worksheet for staffing planning 4. In class exercise – staffing (oral presentation of client/case info)</td>
</tr>
<tr>
<td>Communicate effectively as speaker: <strong>Support</strong></td>
<td>Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported), and establish the speaker’s credibility and authority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively as speaker: <strong>Organization</strong></td>
<td>Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>1. Communicate effectively in speech, both as a speaker and listener 2. Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)</td>
<td>1. For two major oral communication assignments (staffings and role plays) students will be evaluated for using an organizational pattern that is consistently observable and appropriate to the stage of the helping relationship as a processional social worker.</td>
<td>1. Lecture and assigned readings – assessment 2. Provide bio-psycho-social-cultural-spiritual assessment format 3. In class exercise to identify open ended and creative ways to address each area of the bio-psycho-social-cultural-spiritual assessment 4. Lecture – staffing and oral sharing of</td>
</tr>
<tr>
<td>Communicate effectively as speaker: Language</td>
<td>Make imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasions</td>
<td>5. Provide worksheet for staffing planning 6. In class exercise – staffing (oral presentation of client/case info)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively as speaker: Delivery</td>
<td>Uses compelling and appropriate delivery techniques (posture, vocal, expressiveness, audience interaction) so that speaker appears prepared, polished, and confident</td>
<td>1. Communicate effectively in speech, both as a speaker and listener 1. In class exercise – staffing (oral presentation of client/case info)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>1. Communicate effectively in speech, both as a speaker and listener 2. For two major oral communication assignments (staffings and role plays) students will be evaluated for using compelling delivery techniques that are appropriate to the stage of the helping relationship 1. Lecture and assigned readings—active and reflective listening, relationship building, etc. 2. In class exercise – staffing (oral presentation of client/case info) 3. Provide rubric for use during evaluation of role play</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Foundational Studies Program Director Approval: [APPROVED – Digitally signed – VS 8-28-2011]
Boise State University

Foundational Studies Review Committee: Course Application Evaluation Form

Fall 2011

Course Information

| Course Number and Title: SOCKWRK 333/ Social Work Generalist Social Work Practice I: Individuals | Number of Credits: 3 |
| Type of Foundational Studies Course (choose one) |
| □ DLS (Disciplinary Lens – Social Science) | □ DLL (Disciplinary Lens – Literature and Humanities) |
| □ DLM (Disciplinary Lens – Math) | □ DLN (Disciplinary Lens – Natural, Physical and Applied Science) |
| □ FF (Finishing Foundations) | □ CID (Communication in the Discipline) |

Review Committee Checklist

_X_ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.

_X_ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.

_X_ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

_X_ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed

_X_ Course learning activities are likely to promote the achievement of the stated outcomes

_X_ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)
Feedback from Review Committee:

The CID course proposal for SOCWRK 333 is excellent. The course clearly encompasses ULO 1 and ULO 2 in the pedagogy of the course and provides numerous assessment opportunities for student learning.

Feedback from the Director of Foundational Studies

I concur that the proposal is excellent on the whole. I would recommend that the note (below) be addressed when SOCWRK submits this course for final approval.

Please note course objective (1) Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1). It is difficult to assess the extent to which one “identifies” as a social worker. It is recommended that this objective be revised to focus on the behavioral outcome (conduct oneself accordingly). Revision will align the stated objective with the assessment plan (see below) which clearly focuses on professional behaviors. [Caveat: if this language is drawn from professional accreditation language and there would be an accreditation issue involved with changing it, please note that provision]

For two major oral communication assignments (staffings and role plays) students will be evaluated for using an organizational pattern that is consistently observable and appropriate to the stage of the helping relationship as a processional social worker.

Foundational Studies Program Director Approval: [APPROVED – Digitally signed – VS 8-28-2011]

Electronically signed by Vicki Stehe, Director, Foundational Studies Program
Boise State University