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

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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 I. Course Information

Course Number and Title: SOCWRK 333: Generalist Social Work Practice I: Individuals

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

Includes Lab: [ ] Yes [ ] No

[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. SOCWRK 333 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a 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:

• Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1).
• Apply critical thinking to inform and communicate professional judgments (SWC 2.1.3).
• Engage in research-informed practice and practice-informed research (SWC 2.1.6).
• 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

Please use the table below (column headings for this table should not be changed) 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.

Please see below.
Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
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</table>
| ULO 1.1: Write effectively: Purpose | Focuses narrowly on a clear purpose | * Write effectively in multiple contexts, for a variety of audiences.  
* Apply critical thinking to inform and communicate professional judgments (SWC 2.1.3)  
* Engage, assess, intervene, and evaluate with individuals (SWC 2.1.10) | 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 | * Lecture and required readings  
* Provide topics, class time, and/or homework assignments requiring written reflection  
* Provide format for bio-psycho-social-cultural-spiritual assessment and/or other similar assignments  
* Provide feedback on written assignments  
* Peer review of written work and feedback |
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| ULO 1.2: Write effectively: Voice | Adopts an appropriate voice, tone, & level of formality | Write effectively in multiple contexts, for a variety of audiences. | 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) | * Lecture and required readings  
* Provide topics, class time, and/or homework assignments requiring written reflection  
* Provide format for bio-psycho-social-cultural-spiritual assessment  
* Provide feedback on written assignments  
* Peer review of written work and feedback |
<p>| ULO 1.3: Write effectively: Conventions | Uses the text conventions of writing in a field professionally | | | |</p>
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| ULO 1.4: Write effectively: Sources | Evaluates and synthesizes ideas from sources well; documents sources according to engineering conventions | * Write effectively in multiple contexts, for a variety of audiences.  
* Engage in research-informed practice and practice-informed research (SWC 2.1.6) | 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) | * Lecture on engaging in research-informed practice and practice-informed research.  
* Require current APA manual as text for class.  
* Provide feedback on written assignments  
* Peer review of written work and feedback |
| ULO 1.5: Write effectively: Revision | Improves across a series of drafts that are a the result of drafting revising and editing in response to feedback | Write effectively in multiple contexts, for a variety of audiences. | * For two major written assignments (assessment and progress notes) students will provide a draft of documents for feedback and assessment by peers and instructor  
* 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. | * In class, peer review of written assignments (progress notes, assessment, letters to client/social worker, etc.)  
* Provide in class time to review and edit peer papers  
* In class exercises to review/edit progress notes  
* Provide instructor feedback on written assignments (progress notes, assessment, letters to client/social worker, and written reflections) |
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| ULO 1.6: Write effectively: Mechanics | Uses correct syntax, grammar, and punctuation | Write effectively in multiple contexts, for a variety of audiences. | 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) | * Lecture  
* In class review of progress notes  
* In class peer review and editing  
* Contact information for the Writing Center included on the syllabus |
<p>| ULO 1.7: Write in multiple contexts: Genres | Uses genres appropriate to the discipline well | Write effectively in multiple contexts, for a variety of audiences. | 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 |  |
| ULO 1.8: Write in multiple contexts: Rhetorical situation | Responds well to the needs of different rhetorical situations |  |  |  |</p>
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<td>ULO 1.9: Write in multiple contexts: Research</td>
<td>Uses a wide variety of resources to locate sources</td>
<td>Write effectively in multiple contexts, for a variety of audiences.</td>
<td>For one major written assignment (assessment) students will demonstrate proficiency locating and using appropriate scholarly sources</td>
<td>* Facilitate discussion about the difference between and availability of scholarly sources. * Provide contact information for Social Work Librarian on syllabus. * Arrange for demonstration from library during class time.</td>
</tr>
<tr>
<td>ULO 1.10: Write in multiple contexts: Strategies</td>
<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
<td>Write effectively in multiple contexts, for a variety of audiences.</td>
<td>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</td>
<td>* Lecture and assigned readings * Provide assignments (progress notes, assessment format, staffing forms, reflection topics, etc). * Provide rubrics for assignments when appropriate * Provide class time for peer review exercises Provide feedback on written assignments</td>
</tr>
<tr>
<td>ULO 1.11: Write for a variety of audiences</td>
<td>* Responds well to the needs of different audiences * Addresses professional the expectations of disciplinary audience</td>
<td>Write effectively in multiple contexts, for a variety of audiences.</td>
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| ULO 2.1: Communicate effectively as speaker: Message | Focuses on a compelling central message that is precisely stated, appropriate repeated, memorable, and strongly supported | * Communicate effectively in speech, both as a speaker and listener  
* Engage, assess, intervene, and evaluate with individuals (SWC 2.1.10) | 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. | * 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.  
* Provide role play scenarios to be randomly distributed  
* Provide worksheet for staffing planning  
* In class exercise – staffing (oral presentation of client/case info) |
| ULO 2.2: Communicate effectively as speaker: Support | 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 | | |


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<td><strong>ULO 2.3:</strong> Communicate effectively as speaker: Organization</td>
<td>Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>Communicate effectively in speech, both as a speaker and listener Identify as a professional social worker and conduct oneself accordingly (SWC 2.1.1)</td>
<td>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>* Lecture and assigned readings – assessment * Provide bio-psycho-social-cultural-spiritual assessment format * In class exercise to identify open ended and creative ways to address each area of the bio-psycho-social-cultural-spiritual assessment * Lecture – staffing and oral sharing of client info * Provide worksheet for staffing planning * In class exercise – staffing (oral presentation of client/case info)</td>
</tr>
<tr>
<td><strong>ULO 2.4:</strong> Communicate effectively as speaker: Language</td>
<td>Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasions</td>
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<td>ULO 2.5: 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>Communicate effectively in speech, both as a speaker and listener</td>
<td>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</td>
<td>In class exercise – staffing (oral presentation of client/case info)</td>
</tr>
</tbody>
</table>
| ULO 2.6: Communicate effectively as listener | Responds with critical understanding of oral communication of ideas | Communicate effectively in speech, both as a speaker and listener | For two major oral communication assignments (staffings and role plays) students will be evaluated for their listening skills including responding with critical understanding of oral communication of ideas that are appropriate to the stage of the helping relationship and context of communication (i.e. peer-to-peer consultation vs communication with client) | * Lecture and assigned readings– active and reflective listening, relationship building, etc.  
* In class exercise – staffing (oral presentation of client/case info)  
* Provide rubric for use during evaluation of role play |