Resolution #4 1988-89

TO: President John E. Van de Watering
FROM: The Faculty Senate

Meeting on Dec. 5 - 17, 1988

RS:  X I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of).
     III. Other [Notice, Request, Report, etc.]

SUBJECT: Requirements for Major in Social Work

Signed

Date Sent 12/13/88

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TO: The Faculty Senate
FROM: President John E. Van de Watering

RE: I. Decision and Action Taken on Formal Resolution
    a. Accepted. Effective Date 1/1/89 - with permission that more
    b. Deferred for discussion with the Faculty Senate on
    c. Unacceptable for the reasons contained in the attached explanation;

II., III. a. Received and acknowledged
    b. Comment:

DISTRIBUTION: Vice Presidents: Cover page only to attached file

Others: Distribution Date: 1/4/89

Signed: John E. Van de Watering
(President of the College)

Date Received by the Senate:________
TO:       Dr. Robert J. Smith  
           Chair, Undergraduate Curriculum Committee  

FROM:    Georgianna Shepard, Chair  
           Department of Social Work  

RE:      Change in Social Work Curriculum  

The Department of Social Work requests permission to offer a research  
course in social work (SNO 310) which would replace the course in research  
presently required, SOC 310. This would increase the number of credits  
required for the social work major under the SNO prefix from 33 to 42.  
Please see attached a listing of the present requirements for the major and a  
listing of proposed requirements.  

The usual practice of the Department of Social Work is to utilize the  
offerings of other departments as much as possible. However, in this instance,  
changes in the accreditation standards of the Council on Social Work education  
and in the social work profession have led us to the conclusion that it is no  
longer viable to require such an essential course through another department.  

Our request is in keeping with a national trend in social work education.  
Social work programs with large enrollments (190 majors at Brockport) tend to  
offer research within their own departments. For example, the Social Work  
Program at RIT (80 majors) has offered its own beginning and advanced courses  
in research for the last five years.  

Specifically, our reasons for teaching research within the department of  
social work are as follows:  

1. Along with an introductory statistics course, research constitutes an  
   entire component of the social work five-part curriculum. As a core  
course, research must reflect identification with the profession of social  
work, including plentiful use of examples related to social work practice.  
   It is not possible for an instructor from another discipline to offer this  
   kind of identification with the social work profession. 

2. The social work program is closely tied to community agencies through its  
   Community Advisory Committee and Committee on Field Instruction. These  
   agencies, including the fifty plus agencies in which we place students for  
   internships, are interested in increased interaction with the instructor of  
   the research course. For example, agencies would like to propose research  
   projects that might be undertaken by students taking the course. The  
   present course is related to research projects that take place on the  
   Brockport campus only.
3. The Council on Social Work Education now requires that students be taught to evaluate their own practice. The Curriculum Policy Statement reads as follows:

The professional foundation content in research should thus provide skills that will take students beyond the role of consumers of research and prepare them to evaluate their own practice systematically. “Curriculum Policy for the Master’s Degree and Baccalaureate Degree Programs in Social Work Education” in Handbook of Accreditation Standards and Procedures, Washington, D.C.: Council on Social Work Education, 1988.

The method presently used for the evaluation of practice is that of single subject design (sometimes called single system design). It is necessary to have this credible method of research assume a more central and respected place in the research course than is presently the case. Examples of social work application must be taught.

In summary, at the present time the needs of the social work program require a research course that is professionally oriented. The offerings of other disciplines have been and will continue to be exceedingly helpful to social work majors, but this required core course needs to be more closely oriented to professional needs.

GS:cdt
enclosure
REQUIREMENTS FOR THE MAJOR IN SOCIAL WORK

39 semester hours in Social Work plus 15 or 16 semester hours in
prerequisites and corequisites.

This major represents a sequence of courses and field work experiences
designed to prepare professional social work practitioners for skilled
practice at the baccalaureate level in the delivery of services to
individuals, groups, and communities.

I. Prerequisite Requirements

Note: All of the prerequisite requirements must be
completed before spring semester of the junior year.
The prerequisite courses may be used to fulfill general
education requirements of the college.
1. Sociology 100 Introduction to Sociology (3)
2. Psychology 110 Principles of Psychology (3) (9 or
3. Biology 281 or 282 Elements of Human Biology (3 or 4) 10)

II. Professional Requirements

A. Social Welfare Policy and Services Component
2. Social Work 411 Human Service Systems/Analysis (3) (6)

B. Research Component
Note: Research courses are counted as corequisites.
1. Sociology 200 Social Statistics (3)
2. Sociology 310 Methods of Sociological Research (3) (6)

C. Human Behavior and the Social Environment
1. Social Work 301 Human Behavior and Social
Environment I (3)
2. Social Work 302 Human Behavior and Social
Environment II (3)
3. Social Work 321 Cultural Diversity (3) (9)

D. Social Work Practice Component
2. Social Work 342 Social Work Methods II (3)
3. Social Work 331 Experiential Learning (3)

E. Field Practicum Component
1. Social Work 451-453 Field Instruction I-II
or
Social Work 454 Field Instruction (10)
2. Social Work 455-457 Seminar in Field
Instruction I-II
or
Social Work 456 Seminar in Field Instruction (2) (12)

GRAND TOTAL 54 or 55
REQUIREMENTS FOR THE MAJOR IN SOCIAL WORK

42 semester hours in Social Work plus 12 or 13 semester hours in prerequisites and corequisites.

This major represents a sequence of course and field work experiences designed to prepare professional social work practitioners for skilled practice at the baccalaureate level in the delivery of services to individuals, groups, and communities.

I. Prerequisite Requirements

Note: All of the prerequisite requirements must be completed before spring semester of the junior year. The prerequisite courses may be used to fulfill general education requirements of the College.

1. Sociology 101 Introduction to Sociology (3)
2. Psychology 110 Principles of Psychology (3) (9 or 10)
3. Biology 281 or 282 Elements of Human Biology (3 or 4) (10)

II. Professional Requirements

A. Social Welfare Policy and Services Component

2. Social Work 411 Human Service Systems/Analysis (3) (6)

B. Research Component

1. Sociology 200 Social Statistics (corequisite) (3)
2. Social Work 310 Social Work Research (3) (6)

C. Human Behavior and the Social Environment

1. Social Work 301 Human Behavior and Social Environment I (3)
2. Social Work 302 Human Behavior and Social Environment II (3)
3. Social Work 321 Cultural Diversity (3) (9)

D. Social Work Practice Component

2. Social Work 342 Social Work Methods II (3)
3. Social Work 331 Experiential Learning (3)

E. Field Practicum Component

1. Social Work 451-453 Field Instruction I-II or Social Work 454 Field Instruction (10)
2. Social Work 455-457 Seminar in Field Instruction I-II or Social Work 456 Seminar in Field Instruction (2) (12)

GRAND TOTAL 54 or 55
7.12 The curriculum content relating to practice must include the knowledge base, i.e., theory, research, and practice wisdom. It must also include the practice skills, i.e., exploration and data-gathering, differential assessment and differential planning, intervention, and evaluation relevant to social work practice. The plan for teaching practice should explicitly demonstrate how content on practice relates to the knowledge base and skills that are included in the curriculum content of research.

7.13 The practice skills taught for use in any practice context and with any size system must reflect an integration of professional purposes, knowledge, and values. Each program of social work education must define its concept of practice; demonstrate the presence of supporting knowledge and educational resources, including opportunities for the field practicum; and explicate the coherent association of these program elements with the program’s overall philosophy, objectives, and mission.

Research

7.14 Informed criticism and a spirit of inquiry are the basis of scientific thinking and of systematic approaches to the acquisition of knowledge and the application of it to practice. Every part of the professional foundation curriculum should therefore help to bring students to an understanding and appreciation of the necessity of a scientific, analytic approach to knowledge building and practice. The ethical use of scientific inquiry should be emphasized throughout.

7.15 The content on research should impart scientific methods of building knowledge for practice and of evaluating service delivery in all areas of practice. It should include quantitative and qualitative research methodologies; designs for the systematic evaluation of the student’s own practice; and the critical appreciation and use of research and of program evaluation. The plan for teaching research should be explicit in showing how content on research relates to the knowledge base and practice skills that are included in the curriculum content of social work practice.

7.16 The professional foundation content in research should thus provide skills that will take students beyond the role of consumers of research and prepare them to evaluate their own practice systematically.

Field Practicum

7.17 The field practicum is an integral part of the curriculum in social work education. It engages the student in supervised direct service activities, providing practical experience in the application of the theory and skills acquired in all the foundation areas. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker.