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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		70-5fπ.	AP -3/1/11	App- 9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Hildebrandt, Melanie	melanieh@iup.edu
Proposing Department/Unit	Phone
Sociology	7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

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1. **Course Proposals (check all that apply)** *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

_____ New Course   _____ Course Prefix Change   _____ Course Deletion

__X__ Course Revision   _____ Course Number &/or Title Change   _____ Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 392 Clinical Sociological Practice	
Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing*

2. **Additional Course Designations: check if appropriate**
_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)

3. **Program Proposals**   _____ Catalog Description Change   _____ Program Revision
_____ New Degree Program   _____ Program Title Change   _____ Other
_____ New Minor Program   _____ New Track
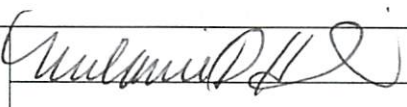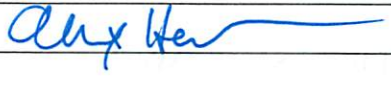
Current program name	*Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	*[signature]*	10/18/10
Department Chair(s)	*[signature]* alex Hen	11-8-10
College Curriculum Committee Chair	*[signature]*	11/17/10
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*[signature]* Gail Sechrist	3/1/11

* where applicable

SOC 392 Clinical Sociological Practice

I. Catalog Description
Prerequisite: SOC 391   **3c-0l-3cr**

Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients. It is strongly recommended that students have at least 6 SOC credits in their specialized area prior to taking SOC 392 other than SOC 151, 320, 460 and 461. (Offered as SOC 302 prior to 2008-09).

II. Course Outcomes
In this course, students will:
a) Develop self-awareness that contributes to identifying personal strengths and challenges you bring to the role of helping professional
b) Interpret different theoretical approaches to creating effective helping relationships
c) Demonstrate communication and listening skills, assessment and interviewing skills
d) Differentiate between models for, and types of, human service interventions
e) Recognize the stages of the helping process
f) Explore basic mental health/human services terminology, ethical standards of practice and resources
g) Practice intervention and helping techniques
h) Examine facets of the planning, implementation and evaluation of services
i) Experience working in a group to learn and share knowledge and skills
j) Evaluate issues and approaches to working across differences (such as gender, age, ethnicity, race, sexual orientation, etc.)

III. Course Outline   [Below are example topics and content for this course.]

Part 1: Basic Foundation for Human Service Workers from a Sociological Perspective
Week 1: Ethics and Professional Responsibilities for Human Service Workers
        Case management: Definitions and responsibilities

Week 2: Applying the Ecological Model
        A Theoretical Foundation for Human Services
        Cultural Competence

Week 3: Attitudes and Perceptions
        Clarifying Who Owns the Problem
        Boundaries

Part II Facilitative Skills (client oriented) and Action Oriented Skills (interviewer initiated)
Week 4: Effective Communication:
        Identifying Good Responses and Poor Responses
        Active Listening

Week 5: Listening and Responding
        Reflection of Content and Feeling

Week 6: Action Oriented Skills
        Asking Questions
        Questions (open & closed)

Week 7: Bringing Up Difficult Issues
        Addressing and Disarming Anger
        Tips on Handling Conflict

Week 8: Meeting Clients and Assessing Their Strengths and Needs:
        Documenting Initial Inquiries
        The First Interview

Week 9: Midterm Evaluation
        Complete Discussion of Material to Date
[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day. Spring or Thanksgiving break, and reflect them in the syllabus.]
        Midterm Exam

Week 10: Social Histories and Assessment Forms
        Using the DSM
        The Mental Status Exam

Week 11: Receiving and Releasing Information
         Planning for Meaning Change

Week 12: Developing a Service Plan with the Client
        Preparing for Service Planning Conference or Disposition Planning Meeting
        Making the Referral and Assembling the Record
         Documentation and Recording

Week 13: Monitoring Services and Following the Client
        Monitoring the Services or Treatment and
        Developing Goals and Objectives at the Provider Agency

Week 14: Terminating the Case
        Taking Care of Yourself

Week 15: Exam Week
        Culminating Activity: Examination and/or Presentations
[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%
	Must total 100%

> This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

1. Summers, N. (2008). Fundamentals *of Case Management: Skills for the Human Services (3rd Edition)*. Belmont, CA: Brooks/Cole.
2. Jamison, K.R. (1996). *An Unquiet Mind* . New York, NY: Vintage.
3. Bibb, W.R. (2003). *Rose's Story*. Prospect Heights, ILL: Waveland Press.
4. Pausch, R. & Zaslow, J. (2007). *The Last Lecture*. New York: Hyperion.
5. Shepard, J. (2009). *The Meaning of Matthew: My Son's Murder in Laramie, and a World Transformed.* Hudson Street Press.
6. Kirst-Ashman, Karen K., & Hull, Grafton H., (2004). *Understanding Generalist Practice 4th ed.) Chicago, IL: Nelson Hall.
7. Neukrug, Ed. (2002). *Skills and techniques for human service professionals: Counseling environment, helping skills, treatment issues*. Pacific Grove CA: Brooks/Cole.

VIII. Special resource requirements

Technology Skills and Software
Students enrolled in this course should possess the following technology skills:
- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support
Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services
IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity
IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:
- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page

number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

Benjamin, A. (1981). *The helping interview* (3rd ed.). Boston: Houghton M.

Brill, N. I. (1995). *Working with people: The helping press* (5th ed.). New York: Longman.

Compton, B.r. & Galaway, B. (1999). *Social work process* (6th ed.). Pacific Grove CA: Brooks Cole Publishing.

Corey, Marianne, & Corey Gerald (2003). *Becoming a Helper*. (4th ed.). Pacific Grove, CA: Brooks/Cole.

Egan, Gerard (2002). The skilled helper: *A problem-management and opportunity-development approach to helping* (6th ed). Pacific Grove, CA: Brooks/Cole

Early, T. & Glen Maye, l. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45(2), 118-130.

Gambrill, E. (1997). *Social work practice: A critical thinker's guide*. New York: Oxford University Press.

Haynes, K.S. & Holmes, K.A. (1994). *Invitation to social work*. New York: Longman.

Hepworth, D. H. & Larson, J.A. (2000). *Direct social work practice* (6th ed.). Belmont, CA: Wadsworth Publishing Company.

Hepworth, D.H. & Larson, J.A. (2002). *Direct social work practice: Theory and skills* (6th ed.).Pacific Grove California: Brooks/Cole.

Kirst-Ashman, K.K. & Hull, G.H. (2004). *Understanding generalist practice* (4th ed.). Chicago: Nelson-Hall .

Kirst-Ashman, K.K. & Hull, G.H. (2004). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall.

LeCroy, C.W. (1992). *Case studies in social work practice*. Belmont, CA: Wadsworth.

Lowenberg, F.M. & Dolgoff, R. (2000). *Ethical decisions for social work practice*. (6th ed.) Itasca, IL: F.E. Peacock Publishers, Inc.

Lum, D. (1999). *Culturally competent practice: A framework for growth and action*. Pacific Grove CA: Brooks/Cole.

Mandiberg, J. M. (ED.). (2000). *Stand! Introduction to social work: Contending ideas and opinions*. Bellevue: Coursewise Publishing, Inc.

McMahon, M. O. (1996). *The general method of social work practice: A generalist perspective* (3rd ed.). Needham Heights, Mass: Allyn & Bacon.

Miley, K.K., O'Melia, M., & Dubois, B. (2001). *Generalist social work practice: An empowering approach* (3rd ed.). Boston: Allyn & Bacon.

Morales, A.T., & Sheafor, B.W. (1995). *Social work: A profession of many faces* (7th ed.). Boston: Allyn & Bacon.

Okun, Barbara F. (2002). *Effective Helping: Interviewing and counseling techniques*. (6th ed.). Pacific Grove CA: Brooks/Cole.

Payne, Malcolm (1997). *Modern social work theory* (2nd ed.). Lyceum Books.

Poulin, J., & contributors. (2000). *Collaborative social work: Strengths-based generalist practice*. Itasca, IL: F.E. Peacock .

Ragg, D.M. (2001). *Building effective helping skills: The foundation of generalist practice*. Boston: Allyn & Bacon.

Rivas, R.F., & Hull, G.H. (2000). *Case studies in generalist practice*. Pacific Grove, CA.

Brooks/ Cole.

Royse, D., Dhooper, S.S., & Rompf, E.L. (1999). *Field instruction: A guide for social work students*. (3rd ed.). New York: Longman.

Saleebey, D., (Ed.) (2002). *The strengths perspective in social work practice*. Boston, MA: Allyn and Bacon.

Segal, E. A., Gerdes, K. E., & Steiner, S. (2007). *An introduction to the profession of social work*. Belmont, CA: Brooks/Cole.

Sheafor, B.W., Horesjsi, C.R., & G. A. (2000). *Techniques and guidelines for social work practice* (6th ed.). Needham Heights MA: Allyn and Bacon.Shulman, L. (1999). *The skills of helping: Individuals, families and groups and communities* (4th ed.). Itasca, IL: Peacock.

Woodside, M.& McClam, T. (2003). *Generalist case management: A method of human service delivery* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Zastrow, C. (2003). *The practice of social work: applications of generalist and advanced content, (7th ed.)*. Pacific Grove, CA: Brooks/Cole.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity 4 Identity development and Identity	(a), (c), (h)—(j) (a), (f) – (j)	

[See also American Sociological Association teaching resources available at www.asanet.org.]