

12-5-1988

## Requirements for Major in Social Work

The College at Brockport, College Senate

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Resolution #4 1988-89

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on Dec. 5 - 12, 1988  
(Date)

RE: 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 [Signature] Date Sent 12/13/88  
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution  
 a. Accepted. Effective Date Fall 89 - with appointment that no pay  
with appointment that no pay  
 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 list

Others:  
 Distribution Date: 12/14/88 Signed: [Signature]  
 (President of the College)

Date Received by the Senate: \_\_\_\_\_

# **BROCKPORT**

State University of New York  
College at Brockport  
Brockport, New York 14420

Department of Social Work  
(716) 395-2324

October 25, 1988

TO: Dr. Robert J. Smith  
Chair, Undergraduate Curriculum Committee

FROM: Georgianna Shepard, Chair 6.5.  
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 (SWD 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 SWD prefix from 39 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 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.

	<u>Semester Credits</u>
I. Prerequisite Requirements	
<u>Note:</u> 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	
1. Social Work 311 Human Service Systems/Social Policy	(3)
2. Social Work 411 Human Service Systems/Analysis	(3) (6)
B. Research Component	
<u>Note:</u> 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	
1. Social Work 341 Social Work Methods I	(3)
2. Social Work 342 Social Work Methods II	(3)
3. Social Work 331 Experiential Learning	(3)
4. Social Work 441 Social Work Methods III	(3) (12)
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.

	<u>Semester Credits</u>
<b>I. Prerequisite Requirements</b>	
<u>Note:</u> 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)
<b>II. Professional Requirements</b>	
<b>A. Social Welfare Policy and Services Component</b>	
1. Social Work 311 Human Service Systems/Social Policy	(3)
2. Social Work 411 Human Service Systems/Analysis	(3) (6)
<b>B. Research Component</b>	
1. Sociology 200 Social Statistics (corequisite)	(3)
2. Social Work 310 Social Work Research	(3) (6)
<b>C. Human Behavior and the Social Environment</b>	
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)
<b>D. Social Work Practice Component</b>	
1. Social Work 341 Social Work Methods I	(3)
2. Social Work 342 Social Work Methods II	(3)
3. Social Work 331 Experiential Learning	(3)
4. Social Work 441 Social Work Methods III	(3) (12)
<b>E. Field Practicum Component</b>	
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.