1.0 Course description information

1.1 Catalog description: This independent study course allows students to pursue a special selected area or topic within social welfare in order to deepen knowledge and/or skills in that particular area.

1.2 Prerequisites: Admission to the School, and permission of the School.

1.3 Overview of content and purpose of the course: The special studies course is designed to provide students with opportunities to study social work topics that are not included in the regular curriculum of the School of Social Work and to investigate a specific social work topic in greater depth than is facilitated by the regular curriculum of the School of Social Work.

1.4 Unusual circumstances: Graduate students who use this course to fulfill the “graduate only” elective must take this course for 3 credit hours. The course content must meet standards for an advanced level social work course elective; the content cannot be an area or topic taught in depth in regular social work course offerings. (An application for approval form and policies must be obtained from the School of Social Work and completed and submitted before registration will be permitted.) The Special Studies application form must show 45 hours per credit hour of various study activities during the semester as approved by the instructor and Coordinator of Special Studies. See specific Special Studies syllabi for China and Nicaragua courses.

2.0 Course justification information

2.1 Anticipated audience/demand: This course is an elective for MSW students.

2.2 Indicate how often this course will be offered and the anticipated enrollment: The course is offered every semester. Enrollment is anticipated to be limited.

2.3 If it is a significant change to an existing course, please explain why it is needed: The course objectives have been revised to meet accreditation standards. Course objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors. The bibliography has also been updated.
3.0 Objective information

3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

By the end of this course, students will be able to:
1. Describe the selected area of social welfare and its relevance to social work professional roles, values and ethics, and practice behaviors.
2. Explain the major knowledge base and theoretical foundations for the topic and their empirical standing.
3. Discuss the relevance of the topic with regard to services and policies that impact diverse, aging, vulnerable, and under-served populations.
4. Evaluate the published literature on the topic.
<table>
<thead>
<tr>
<th>Course Objectives*</th>
<th>EPAS Competencies</th>
<th>Advanced Generalist Practice Behaviors</th>
<th>Clinical Practice Behaviors</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1. Describe the selected area of social welfare and its relevance to social work professional roles, ethics, and practice behaviors.</td>
<td><strong>Comp #2</strong> Apply social work ethical principles to guide professional practice.</td>
<td>AGen 2.1 Apply ethical decision making skills to issues specific to advanced generalist social work.</td>
<td>Clin 2.1 Apply ethical decision making skills to issues specific to clinical social work.</td>
<td>Consult with 8900 Coordinator, other resource persons/tutors Prepare and submit 8900 application Discussion/tutorial sessions</td>
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<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>AGen 3.1 Engage in reflective practice.</td>
<td>Clin 3.1 Engage in reflective practice.</td>
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<tr>
<td>2. Explain the major knowledge base and theoretical foundations for the topic and their empirical standing.</td>
<td><strong>Comp #6</strong> Engage in research-informed practice and practice-informed research.</td>
<td>AGen 6.1 Use the evidence-based practice process for interventions with various systems. AGen 6.3 Use research methodology to evaluate change efforts for efficiency, quality, and effectiveness.</td>
<td>Clin 6.1 Use the evidence-based practice process in clinical assessment and intervention with clients. Clin 6.3 Use research methodology to evaluate clinical practice effectiveness and/or outcomes.</td>
<td>Literature review Carry out specified proposed field activities Discussion/tutorial sessions Written report</td>
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<td><strong>Comp #7</strong> Apply knowledge of human behavior and the social environment.</td>
<td>AGen 7.1 Synthesize and differentially apply practice theories relevant to individuals, families, groups, organizations, communities, and societal institutions.</td>
<td>Clin 7.1 Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.</td>
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<tr>
<td>3. Discuss the relevance of the topic with regard to services and policies that impact diverse, aging, vulnerable, and under-served populations.</td>
<td><strong>Comp #4</strong> Engage diversity and difference in practice.</td>
<td>AGen 4.1 Research and apply knowledge of diverse populations to enhance the functioning of various systems.</td>
<td>Clin 4.1 Research and apply knowledge of diverse populations to enhance client well-being.</td>
<td>Literature review Carry out specified proposed field activities Discussion/tutorial sessions Written report</td>
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<td><strong>Comp #5</strong> Advance human rights and social and economic justice.</td>
<td>AGen 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on individual, community and other systems to guide planning and intervention.</td>
<td>Clin 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.</td>
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<td><strong>Comp #8</strong>&lt;br&gt;Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>AGen 5.2 Advocate at multiple levels to promote client and societal welfare.</td>
<td>Clin 5.2 Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.</td>
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<tr>
<td><strong>Comp #8</strong>&lt;br&gt;Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>AGen 8.2 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well being.</td>
<td>Clin 8.2 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well being.</td>
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<td><strong>Comp #3</strong>&lt;br&gt;Apply critical thinking to inform and communicate professional judgments.</td>
<td>AGen 3.1 Engage in reflective practice. &lt;br&gt;AGen 3.3 Evaluate, select, and implement appropriate assessments, interventions and evaluation practices. &lt;br&gt;AGen 3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to various practice situations. &lt;br&gt;AGen 3.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.</td>
<td>Clin 3.1 Engage in reflective practice. &lt;br&gt;Clin 3.3 Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. &lt;br&gt;Clin 3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. &lt;br&gt;Clin 3.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.</td>
<td>Literature review &lt;br&gt;Carry out specified proposed field activities &lt;br&gt;Discussion/tutorial sessions &lt;br&gt;Written report</td>
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<td><strong>Comp #6</strong>&lt;br&gt;Engage in research-informed practice and practice-informed research.</td>
<td>AGen 6.1 Use the evidence-based practice process for interventions with various systems. &lt;br&gt;AGen 6.3 Use research methodology to evaluate change efforts for efficiency, quality, and effectiveness.</td>
<td>Clin 6.1 Use the evidence-based practice process in clinical assessment and intervention with clients. &lt;br&gt;Clin 6.3 Use research methodology to evaluate clinical practice effectiveness and/or outcomes.</td>
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</table>

4. Evaluate the published literature on the topic.
*The student and instructor/tutor will develop and adapt the following competencies and practice behaviors to reflect advanced Clinical and/or Advanced Generalist levels for the selected area of study.
4.0 Content and organization information

4.1 List the major topics central to this course:
- Brief review of proposed topic, format, content, and learning tasks for special study proposal
- Review of literature search and study materials/resources
- Review of report writing and products required
- Discussion of readings

5.0 Teaching methodology information

5.1 Methods to be used: Tutorial study: Discussion

5.2 Student role: The student must take an active role in seeking out literature; reading and analyzing the material; discussing the material with the instructor; and writing a final report and/or/giving an equivalent presentation.

6.0 Evaluation information

6.1 Types of student projects that will be the basis for evaluating student performance:
The extent of the study, in terms of breadth and depth will be based on the following: For 3 credit hours: Bibliography and quality discussion of readings and observations; a term paper of 12-15 pages or project report that adequately demonstrates the student's knowledge about the subject matter and full consideration of its implications for advanced level social work practice.
Project:
- Bibliography of literature review by the student.
- A term paper, project report, or equivalent presentation or project report

6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):
The student will be graded upon the following:
- Planning/carrying out study: 10%
- Bibliography: 10%
- Discussion: 20%
- Formal term paper/project report: 60%
- Total: 100%

6.3 Grading type information:
- A+ = 98% or above
- A = 94 to 97.9%
- A- = 91 to 93.9%
- B+ = 88 to 90.9%
- B = 84 to 87.9%
- C+ = 78 to 80.9%
- C = 74 to 77.9%
- C- = 71 to 73.9%
- D+ = 68 to 70.9%
- D = 64 to 67.9%
B- = 81 to 83.9%  
D- = 61 to 63.9%  
F = 60.9% and below

7.0 Resource material information

7.1 Textbooks or other required readings used in course
Appropriate readings will be selected by the student with assistance from the instructor and other resource persons.

7.2 Other student suggested reading materials
Appropriate readings will be selected by the student with assistance from the instructor and other resource persons.

7.3 Current bibliography and other resources
Appropriate readings will be selected by the student with assistance from the instructor and other resource persons.

8.0 Other information

8.1 Accommodations statement:
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

8.2 Plagiarism/academic integrity:
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

Additional note on plagiarism/academic integrity from the UNO School of Social Work:
The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the Publication Manual of the APA (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers:

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.4 Resources for students:

- UNO Counseling Center, http://counseling.unomaha.edu
- UNO Speech Center, http://www.unomaha.edu/speechcenter
- UNO Writing Center, www.unomaha.edu/writingcenter
- Online Writing Lab (OWL) at Purdue, http://owl.english.purdue.edu/owl
APPLICATION FORM: SOWK 8900 SPECIAL STUDIES (1-3 credit hours)

Students must complete this form in consultation with the School’s Coordinator of Special Studies. The student then gives the completed form, with all details and signatures, to the School’s secretary who enters a permission to register. **THEN IT IS THE STUDENT’S RESPONSIBILITY TO REGISTER FOR THIS COURSE THROUGH THE UNO REGISTRATION PROCESS.**

STUDENT’S NAME: __________________________________ Student ID# ______________

ADDRESS: ____________________________________________________________

Street City State Zip

TELEPHONE: (Home) _______________________________ (Work) _______________________________

(Home) _______________________________ (Cell) _______________________________

EMAIL: UNO __________________ Home __________________________

COURSE SELECTION: SEMESTER/YEAR __________ # of credit hours ______

REASON FOR THE SPECIAL STUDY __________________________________________

________________________________________________________________________

SPECIFIC LEARNING OBJECTIVES:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

SPECIFIC ACTIVITIES (Minimum Total Number of Hours is 45 Per Credit Hour)

READING/LITERATURE REVIEW Approximate number of hours: ______

Description ______________________________________________________________

________________________________________________________________________

________________________________________________________________________
EXPERIENTIAL

Approximate number of hours: _________

Description: ______________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

FIELD RESEARCH

Approximate number of hours: _________

Description: ______________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

OTHER SPECIFIC ACTIVITIES

Approximate number of hours: _________

Description: ______________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

PREPARATION OF FINAL PRODUCT

Approximate number of hours: _________

Description: ______________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

MONITORING PLANS
METHOD OF EVALUATION

SIGNATURES

I AGREE TO BEGIN THIS PROJECT

ON_____________________________________________

Date

AND TO COMPLETE THIS PROJECT

BY__________________________________________

Date

__________________________________________________________

Student Signature Date

__________________________________________________________

Special Study Project Supervisor’s Signature/Primary Tutor

___________________________________________________________

Special Studies Coordinator’s Signature

*** RETURN FORM TO MICHELLE NELSEN, SCHOOL OF SOCIAL WORK SECRETARY ***

cc: Student File
    Office Special Studies File and Coordinator
POLICIES AND PROCEDURES FOR SOWK 8900

REGISTER WITH THE REGISTRAR FOR THIS COURSE IN ADDITION TO COMPLETING THE APPLICATION FORM.*

1. **OBJECTIVES**
The special studies course is designed to provide students with opportunities to:

1.1 Study social work topics that are not included in the regular curriculum of the School of Social Work.

1.2 Penetrate a specific social work topic in greater depth than is facilitated by the regular curriculum of the School of Social Work.

2. **EXPECTATIONS**

2.1 **TIME**
Students who engage in Special Studies should expect to put in 45 hours of work, including 3 hours of instructor conference time, for each credit hour awarded. This graduate course is worth 3 credit hours.

2.2 **REPORTS**
Special Study projects will be culminated by a comprehensive project report and any other evaluative mechanism agreed upon by student and project supervisor. This will usually be in the form of a written paper and oral defense of the paper to the cooperating instructor. The usual School academic standards regarding papers apply to Special Study project reports. If approved, students may consider alternative forms such as an annotated bibliography and a media or oral presentation to a class or a colloquium. The form and scope of the report must be outlined in the study plan.

2.3 **COMPLETION DATE**
It is expected that projects will be completed by the conclusion of the semester or session for which registered. Usual School and University policies regarding Incompletes apply to Special Studies projects.

3. **PROCEDURES**

3.1 **PERMISSION**
Prior to meeting with the Coordinator of Special Studies, the student should:

- Determine a general study topic;
- Obtain the approval of her/his adviser;
Obtain the approval of a qualified instructor/tutor. (Instructors may accept no more than one student per semester without special permission of the Director.)

The Special Studies Coordinator may advise students regarding the appropriateness of initial study topic ideas and the selection of a cooperating instructor.

3.2 The attached Application for Special Studies Approval Form contains the study plan and must be filled out and approved PRIOR TO REGISTRATION.

3.3 Unresolved disagreement between a student and the Coordinator of Special Studies about the appropriateness of a proposed study plan must be referred to the Director and if necessary to the Program Committee.

4. GRADING

4.1 The basis for the grade is specified in the course syllabus, and part of this is the student’s planning and participation in carrying out the study plan.

4.2 The cooperating instructor/tutor will recommend a grade to the Coordinator of Special Studies.

4.3 The Coordinator of Special Studies has responsibility for assigning the grade. If the recommended grade is not accepted, the Coordinator will confer with the cooperating instructor and student before assigning the final grade. Usual grade appeal policies apply to this course.

11-11-2011