# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Social Work (BSW); SWRK 306 Biopsychosocial Perspectives for Social Workers** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation** **Program:** [**revision**](#revision) |  |
| A.3. [Originator](#Originator) | **Sue Pearlmutter** | [Home department](#home_dept) | **BSW Social Work** |
| A.4. [Rationale](#Rationale) | The Council on Social Work Education, the accrediting body for social work has required content in human biology for social work students for many years, recognizing that there are strong connections between the biological and behavioral conditions that clients and service participants experience. Social workers need the concepts of human biology as they assess and intervene with clients. RIC did not have a course in human biology for non-biology majors; however, the Biology department created such a course. For the past 35 years, that course, BIO 103 provided the content. In 2008, new accreditation standards removed the requirement for a course and instead, required content on human development, including biological and brain development.For the past few years, our faculty has deliberated about how to best deliver the content we believe our students need moving forward. In the undergraduate program, the decision has been most difficult. BIO 103 contained some content that was not relevant for the social work practice that our students and graduates do, such as bodily systems. It did provide basic scientific information about reproduction, genetics, and development. However, it has not offered some of the material we think is most necessary for students, such as the connections between body and brain responses. We are replacing BIO 103 with a new course, SWRK 306 Biopsychosocial Perspectives for Social Workers, that responds to the concerns of faculty and students. We are able to connect the new course with other human behavior and social work practice courses. We are more directly responding to our accreditation standards. |
| A.5. [Date submitted](#date_submitted) | **April 28, 2017** | A.6. [Semester effective](#Semester_effective) | **Fall 2017** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **Biology Department, as there is no longer a need for the course** |
|  | [*Library*:](#library) | **None** |
|  | [*Technology*](#technology) | **None** |
|  | [*Facilities*](#facilities): | **None** |
| A.8. [Program impact](#prog_impact) | **Adjunct and/or existing social work faculty will be responsible for teaching the new course.** |
| A.9. [Student impact](#student_impact) | **Students will participate in a course that more closely fits with other social work content and strengthens their understanding of the relationship between physical, emotional, and behavioral conditions.** |

B. [NEW OR REVISED COURSES](#delete_if) **DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL within specific categories, but do not delete any of the categories. DO NOT use highlight. Delete this whole page if this proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **SWRK 306** |
| B.3. [Course title](#title)  |  | **Biopsychosocial Perspectives for Social Workers** |
| B.4. [Course description](#description)  |  | **Students explore biopsychosocial aspects of human behavior for social work practice. Includes the role of genetics, the brain, and physiology on topics such as disability, trauma, mental illness, and substance abuse.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **Prior or concurrent SWRK 240**  |
| B.6. [Offered](#Offered) |  | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  |  | **2** |
| B.8. [Credit hours](#credits) |  | **2** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Pass/Fail** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Small group | Individual | [Hybrid](#Hybrid" \o "Only select these if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)**  |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **NO**  | **NO**  |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation |Discussion Board |Blog |** **Class Work |**  |
| B.16. [Redundancy statement](#competing) |  | **N/A** |

| B.18**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured**](#measured)**?** |
| --- | --- | --- |
| Develop a basic understanding of human genetics and neurological/physiological processes, and their impact at different points in the lifespan. | Competency 6 Engagement | Content of student discussions on Blackboard |
| Recognize the physiological origins of human disability and illness, to consider the treatment of disease and the need for client health literacy | Competency 2Engage diversity and difference | Content of individual blogs |
| Demonstrate awareness of the biological influence on mental illness and the pharmacological treatment of mental illnessand outcomes  | Competency 2 Engage diversity and difference | Content of media discussions and reflections |
| Demonstrate understanding of the relationship between physical and social reaction to substances, legal and illegal | Competency 7 Assessment | Content of media discussions and reflections |
| Examine how knowledge of the biological basis of human behavior impacts the relationship between public health and social work practice. | Competency 3Advance human rights and social and economic justice | Content on discussion board |

| B.19. [**Topical outline**](#outline) |
| --- |
| 1. Human Biology and Development: The Basics
	1. Why study Biology?
	2. Basics of biology, anatomy, and physiology
	3. Introduction to neurobiology
	4. Genetics and the human genome
	5. Online health literacy video and/or podcast
2. Physiology: development and determinism
	1. Epigenetics
	2. Psychological trauma: impact on brain development
	3. Podcast on culture/video on sports-related brain trauma
3. Biology and human conditions/challenges?
	1. Genetics and mental illness
	2. Physical symptoms and mental health
	3. Understand disability and the social worker’s role
	4. Substance use and abuse
	5. Autism spectrum
4. Individual differences
5. Sex, drugs and rock and roll (AGING)
6. Gender and sexuality
7. Macro issues: How knowledge of physiology informs social work practice and public health
	1. Effects of adverse life experiences (the ACE study)
	2. Emotional health and well-being
 |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.5. [Course requirements](#course_reqs) for each program option  | **Required** **SW 240 3 cr** **SW 302 4 cr** **SW 320 3 cr** **SW 324 3 cr** **SW 325 3 cr** **SW 326 3 cr** **SW 327 3 cr** **SW 338 2 cr** **SW 426 3 cr****SW 436 4 cr Cognates****SW 437 4 cr BIOL 103 3 cr****SW 463 3 cr ECON 200 4 cr****SW 464 3 cr POL 202 4 cr** **PSYC 215 4 cr** **PSYC 230 4 cr** **SOC 200 level 4 cr** | **Required** **SW 240 3 cr** **SW 302 4 cr** **SW 306 2 cr** **SW 320 3 cr** **SW 324 3 cr** **SW 325 3 cr** **SW 326 3 cr** **SW 327 3 cr** **SW 338 2 cr** **SW 426 3 cr Cognates****SW 436 4 cr ECON 200 4 cr****SW 437 4 cr POL 202 4 cr****SW 463 3 cr PSYC 215 4 cr****SW 464 3 cr PSYC 230 4 cr** **SOC 200 level 4 cr** |
| C.6. [Credit count](#credit_count) | **64-70 credits (NOTE: current catalog has these totals incorrect at 73-79). Students may take additional SWRK courses, including extra fieldwork with SWRK 445, but these are not necessary to graduate)** | **63-69 credits** |

## D. Signatures

##### D.1. Approvals

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Wendy Becker | Chair of BSW Department/SSW |  |  |
| Sue Pearlmutter | Dean of School of Social Work |  |  |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Rebeka Merson | Department Chair/Biology |  |  |
| Earl Simson | Dean/Faculty of Arts & Science |  |  |