



UNIVERSITY OF
GEORGIA

University of Georgia
Athens, Georgia 30602
univcouncil@uga.edu
www.uga.edu

University Council

January 14, 2022

UNIVERSITY CURRICULUM COMMITTEE – 2021-2022

Susan Sanchez, Chair

Agricultural and Environmental Sciences – Nicholas Fuhrman

Arts and Sciences – Jonathan Haddad (Arts)

Rodney Mauricio (Sciences)

Business – Jim Carson

Ecology – Amanda Rugenski

Education – David Jackson

Engineering – Kun Yao

Environment and Design – Ashley Steffens

Family and Consumer Sciences – Sheri Worthy

Forestry and Natural Resources – Joseph Dahlen

Journalism and Mass Communication – Dodie Cantrell-Bickley

Law – Randy Beck

Pharmacy – Michelle McElhannon

Public and International Affairs – Leah Carmichael

Public Health – Allan Tate

Social Work – Harold Briggs

Veterinary Medicine – Shannon Hostetter

Graduate School – Wendy Ruona

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Matthew Jue

Graduate Student Representative – Sarah Burns

Dear Colleagues:

The attached proposal from the School of Social Work to offer the existing Graduate Certificate in Substance Use Counseling online will be an agenda item for the January 21, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav

PROPOSAL FOR AN ONLINE PROGRAM

Date: September 24, 2021

College/School: School of Social Work

Department/Division: School of Social Work

Program (Major and Degree): Graduate Certificate in Substance Use Counseling

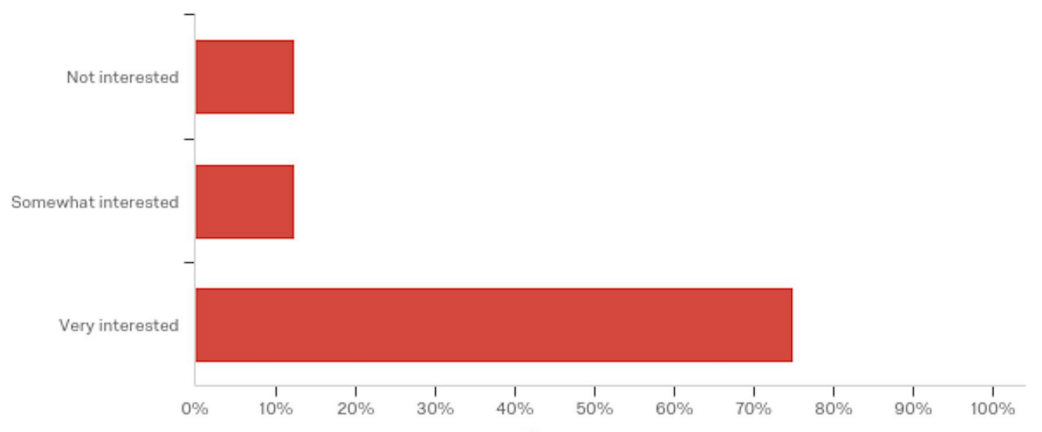
Will any approved areas of emphasis be offered under this major? No

Proposed Effective Date: Fall 2022

1. Assessment

A needs assessment demonstrating a sufficient pool of qualified applicants.

This proposal seeks to add an online option for the existing Graduate Certificate in Substance Use Counseling. There are 42 students currently in the Graduate Certificate in Substance Use Counseling, and another nine students completed the certificate in the prior academic year. The decision to offer an online certificate option was made through careful consideration of equity in participation opportunities for students, and the opportunity to extend the program to the entire state of Georgia. At present, the School of Social Work offers both a standard (full-time, 24-month) and advanced standing (full time, 18-month) M.S.W. program in Athens, as well as an extended time (part time, 2 or 3 years) program at the Gwinnett campus, and an extended time 100% online option for students. Given the diversity of options for the M.S.W. program of study, and the need to offer the required courses in the Graduate Certificate in Substance Use Counseling to students in multiple programs, a fully online certificate will make access and course scheduling much easier for students. When developing the original proposal for the Graduate Certificate in Substance Use Counseling, faculty surveyed students who took the substance use elective offered by the School of Social Work between the years 2016-2019; of the 50 students surveyed, 32 responded (64% response rate). About 75% of students reported they were “very interested” in a certificate program, and 88% reported they were “somewhat interested” or “very interested” in a certificate program. The proposed online certificate program will be identical to the existing face-to-face program, but delivered in an online course format.



Furthermore, since the 2020-2021 academic year, online versions of the certificate's required courses have been developed in addition to the existing face-to-face format. At present, all four required courses for the Graduate Certificate in Substance Use Counseling have been approved for online instruction, in collaboration with the UGA Office of Online Education.

2. Admission Requirements

All requirements for admission to an Online Academic Degree Program will be the same as those for the same degree at an authorized unit.

For admission consideration, students will complete an online application, which will be reviewed by the certificate program coordinator. Students who are currently enrolled as a graduate student at UGA and who have an average GPA of 3.0 or better will be considered for admission to the certificate. This process is standard across all certificate programs offered in the School of Social Work. Students who seek the certificate as non-degree seeking students will be evaluated on their prior academic record and current work/education experiences.

3. Program Content

The basic curriculum of the program will be equivalent to the authorized unit's approved program. The criteria for electives or substitutions for specific requirements will be equivalent online.

Students completing the certificate shall have earned a grade of C (2.0) or better in each of the required courses. Twelve credit hours are required to earn the certificate, as described below:

I. One comprehensive course in working with groups (3 hours; no prerequisites required):

Within the School of Social Work, this course is SOWK 7116E, Social Work with Groups, 3 hours. However, non-MSW degree seeking students may take a comprehensive course in working with groups within another department, as long as the certificate program coordinator approves the course.

II. Two foundational substance use courses (6 hours; no prerequisites required):

SOWK 7120E, Introduction to Substance Use, 3 hours
SOWK 7220E, Approaches to Substance Use Treatment, 3 hours

III. One course in trauma-informed care (3 hours; no prerequisites required):

SOWK 7140E, Introduction to Trauma and Trauma Informed Care, 3 hours

All aspects of the proposed curriculum already exist. No new courses are required.

4. Student Support Services

Each proposal must describe how students will have access to appropriate learning and student support services to ensure full participation in the learning experience. Services to be considered include academic advising or an advisory committee, technology support, financial aid advising, career planning, and disability services. Any special accommodations made for distance education students must be described.

Students will have all the same support services available to current graduate students in the School of Social Work. This includes dedicated advising available from the program coordinator and referral to other graduate coordinators as needed, IT support, career planning, and referral to the appropriate locations in UGA to address all disability-related issues.

5. Resident Requirements

Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.

None.

6. Program Management

Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.

Contact person at cooperating units: None. The program is managed only by the School of Social Work.

Timetable, and complete plans for application and matriculation of students: Students who plan to matriculate must submit an application for the certificate and are notified by email to do so. Once received, a transcript audit is completed by the program director, and the graduate coordinator for the School of Social Work completes the internal approval process.

Schedule of courses:

SOWK 7116E offered in the fall term

SOWK 7120E offered in the fall term

SOWK 7220E offered in the spring and/or summer terms

SOWK 7140E offered in the spring and/or summer terms

Program review: Because this certificate program is operated through the School of Social Work, it is subject to the same ongoing review all other programs/courses undergo for certification. For detailed information on specific learning outcomes associated with courses offered in the Graduate Certificate in Substance Use Counseling, see the table below.

Duplication with other programs in the immediate area:

At present, there is only one substance use certificate program offered in the state of Georgia, in the School of Education at Clark Atlanta University. However, there is no publicly available information concerning its contents or requirements. This certificate is most like the Substance Use and Addictions Specialist (SUAS) Program for MSW Students offered at the University of North Carolina Chapel-Hill (UNC) (<https://ssw.unc.edu/index.php?q=node/595>).

The UNC program also requires students to take four courses, all of which focus on substance use counseling. These include course work on foundations of addiction, clinical practice, and diverse populations. The UGA is different than the one at UNC in several ways. First, it will be available to students in the state of Georgia. Second, this certificate has been shaped to meet the licensure requirements for the state of Georgia, which are different than those in North Carolina. For example, in the state of Georgia, to be eligible for licensure, an applicant must have 6 hours of education in ethics, HIV/AIDS, telehealth, and trauma informed care. All licensure requirements specific to the state of Georgia are built into the curriculum of this certificate program.

Table 1. Curriculum Learning Outcomes for the Graduate Certificate in Substance Use Counseling

Topic 1: Demonstrate Ethical and Professional Behavior		
Learning outcome	Covered in class through:	How assessed:
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	SOWK 7116E topics: values and ethics in group work	SOWK 7116E: In-class group exercise and subsequent discussion (or reflection assignment based on lecture) on writing an informed consent for a particular client population; proposal assignment; group role play
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	SOWK 7116E topics: group leadership SOWK 7140E topics: Understanding the biological, emotional, social and cognitive impact of trauma, Understanding family, community and societal level factors	SOWK 7116E: Class assignment on observation, participation, and reflection in task groups SOWK 7140E: Weekly journal assignments & reflective essay
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	SOWK 7120E topics: Small group activities, Role play activities, Attendance of a 12-step recovery group meeting, Research presentation	SOWK 7120E: Assignment 3: Reaction Paper to attending 12-step self-help recovery meetings SOWK 7120E: Assignment 5: Group Research Presentation SOWK 7120E: Class attendance and ongoing class discussion
Topic 2: Engage Diversity and Difference in Practice		
Learning outcome	Covered in class through:	How assessed:
Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients and constituencies.	SOWK 7116E topics: Class lecture on diversity in group work settings SOWK 7220E topics: Nature of addiction & evolution of substance use treatment, Biopsychosocial issues in substance use, Diversity issues and substance use	SOWK 7116E: Proposal assignment; participation in discussion on diversity in groups during diversity lecture; group role play SOWK 7220E: Midterm and final exam
Apply self-awareness and self-regulation to manage personal biases and values in working with clients and constituencies to avoid contributing to stereotypes, shaming, and stigmatization	SOWK 7116E topics: Class lecture on diversity in group work settings	SOWK 7116E: In-class group exercise and subsequent discussion (or reflection assignment based on lecture) around one's own cultural awareness, competence, and humility; group role play

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	SOWK 7120E topics: Special Populations and Cultural Competence, Working with Adolescents and Older Adults, Substance use and Trauma	SOWK 7120E: Assignment 3: Reaction Paper to attending 12-step self-help recovery meetings SOWK 7120E: Assignment 4: Group Research Paper
Engage constituencies as experts of their own experiences.	SOWK 7120E: Attendance of a 12-step recovery group meeting	SOWK 7120E: Assignment 3: Reaction Paper to attending 12-step self-help recovery meetings
Apply self-awareness and self-regulation to manage personal biases and values in working with diverse clients and constituencies	SOWK 7120E topics: Introduction, Frameworks for Understanding Addiction	SOWK 7120E: Assignment 1: Abstinence project SOWK 7120E: On-going class discussions of cultural humility and critical self-reflection

Topic 3: Advance Human Rights and Social, Economic, and Environmental Justice

Learning outcome	Covered in class through:	How assessed:
Advocate on behalf of clients and/or constituencies to secure basic human rights, including availability and accessibility of services	SOWK 7116E topics: Values and ethics, diversity, and group work in diverse settings SOWK 7220E topics: Week 1: Nature of addiction & evolution of substance use treatment, ASAM/Introduction to substance use treatment	SOWK 7116E: Proposal assignment where students must design a group to meet the needs of a specific client population; Class assignment on observation, participation, and reflection in task groups; group role play SOWK 7220E: Finding information and help for a client assignment
Apply human rights and social justice frameworks to navigate cultural practices of diverse clients and/or constituencies.	SOWK 7116E topics: Values and ethics, diversity, and group work in diverse settings SOWK 7220E topics: Diversity issues and substance use, Substance use, domestic violence & other traumas	SOWK 7116E: Class assignment on observation, participation, and reflection in task groups; group role play SOWK 7220E: Client simulation assignment

Topic 4: Engage in Practice-informed Research and Research-informed Practice

Learning outcome	Covered in class through:	How assessed:
Identify and employ the best available research to implement appropriate interventions.	SOWK 7220E topics: Motivational interviewing, Techniques in individual counseling, Techniques in individual counseling, Techniques in group counseling, Techniques in group counseling	SOWK 7220E: Client simulation assignment
Use practice experience and theory to inform scientific inquiry and research	SOWK 7116E topics: Models of group work where various evidenced-based practices and theoretical frameworks will be discussed	SOWK 7116E: In-class discussion around topics discussed in readings; role play assignment where students not only select readings of evidenced-based practice and demonstrate those skills
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	SOWK 7116E topics: Models of group work where various evidenced-based practices and theoretical frameworks will be discussed	SOWK 7116E: Role play assignment where students not only select readings of evidenced-based practice and demonstrate those skills
Use and translate research evidence to inform and improve practice, policy, and service delivery	SOWK 7116E topics: Models of group work where various evidenced-based practices and theoretical frameworks will be discussed; class lecture on evaluation of group work SOWK 7120E topics: Epidemiology & Etiology: Biological and Psychosocial Issues on Addiction, Substances of use, Evidence Based Practices- Motivational Interviewing, Brief Intervention, Pharmacological Interventions and Harm Reduction Strategies	SOWK 7116E: In-class discussion around topics discussed in readings; role play assignment where students not only select readings of evidenced-based practice and demonstrate those skills SOWK 7120E: Reaction Paper to attending 12-step self-help recovery meetings

Topic 5: Engage in Policy Practice

Learning outcome	Covered in class through:	How assessed:
-------------------------	----------------------------------	----------------------

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	SOWK 7116E topics: Group practice in social work, values and ethics, group planning SOWK 7120E topics: Policy Context for Addiction and Treatment	SOWK 7116E: Class assignment on observation, participation, and reflection in task groups SOWK 7120E: Reaction Paper to attending 12-step self-help recovery meetings
Assess how social welfare and economic policies impact the delivery of and access to social services	SOWK 7116E topics: Group practice in social work, values and ethics, group planning	SOWK 7116E: Class assignment on observation, participation, and reflection in task groups
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	SOWK 7116E topics: Group practice in social work, values and ethics, group planning	SOWK 7116E: Class assignment on observation, participation, and reflection in task groups

Topic 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Learning outcome	Covered in class through:	How assessed:
Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to engage diverse individuals, groups, and families	SOWK 7220E topics: Screening & Assessment, ASAM/Introduction to substance use treatment SOWK 7140E topics: Establishing Safety: Working with Families, Couples and Parental Caregivers, Emotional & Behavioral Regulation Skills	SOWK 7220E: Standardized client simulation assignment SOWK 7140E: Special & Emerging Topics Assignment
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	SOWK 7116E topics: Diversity, models of group work, and therapeutic factors and mutual aid in group work	SOWK 7116E: Role play assignment
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	SOWK 7116E topics: Diversity, group leadership & skills,	SOWK 7116E: Group role play assignment

Topic 7: Assess Individuals, Families, Groups, Organizations, and Communities

Learning outcome	Covered in class through:	How assessed:
-------------------------	----------------------------------	----------------------

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	SOWK 7120E topics: Screening & Assessment	SOWK 7120E: Role plays of screening & assessment
Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs	SOWK 7220E topics: Screening & Assessment, ASAM/Introduction to substance use treatment	SOWK 7220E: Midterm and final exam
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	SOWK 7220E topics: Screening & Assessment, Motivational interviewing, Techniques in individual counseling, Techniques in individual counseling, Techniques in group counseling, Techniques in group counseling	SOWK 7220E: Standardized client simulation assignment
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	SOWK 7120E topics: ASAM/Introduction to Substance use Treatment, The Role of Support Groups & Group Therapy in Recovery, Addiction in Families; Involving the Family in Treatment	SOWK 7120E: Case studies for identifying proper level of treatment SOWK 7120E: Group discussion on the role of group therapy and family therapy

Topic 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Learning outcome	Covered in class through:	How assessed:
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	SOWK 7116E topics: Phases of group work, group exercises, group leadership and skills, models of group work, and group work in diverse settings SOWK 7220E topics: Motivational interviewing, Techniques in individual counseling, Techniques in individual counseling, Techniques in group counseling, Techniques in group counseling	SOWK 7116E: Group role play assignment; In-class discussion around topics discussed in readings; SOWK 7220E: Standardized client simulation assignment
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	SOWK 7116E topics: Phases of group work, group exercises, group leadership and skills, models of group work, and group work in diverse settings SOWK 7140E topics: Diagnosis, Assessment and Treatment Planning with Infants/Toddlers, teens and adults	SOWK 7116E: Group role play assignment; In-class discussion around topics discussed in readings SOWK 7140E: Integrative Case Analysis

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	SOWK 7116E topics: Values and ethics, models of group work, and group work in diverse settings	SOWK 7116E: Proposal Assignment; Class assignment on observation, participation, and reflection in task groups
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	SOWK 7116E topics: Values and ethics, models of group work, and group work in diverse settings	SOWK 7116E: Class assignment on observation, participation, and reflection in task groups
Utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance the psychosocial functioning and well-being of diverse individuals, families, and groups.	SOWK 7220E topics: Nature of addiction & evolution of substance use treatment	SOWK 7220E: Finding information and help for a client assignment

Topic 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Learning outcome	Covered in class through:	How assessed:
Select and use appropriate methods for evaluation of outcomes	SOWK 7116E topics: Endings and evaluation	SOWK 7116E: Proposal Assignment; In-class discussion around topics discussed in readings;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	SOWK 7116E topics: Endings and evaluation	SOWK 7116E: Proposal Assignment; In-class discussion around topics discussed in readings;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes;	SOWK 7116E topics: Endings and evaluation	SOWK 7116E: Proposal Assignment; In-class discussion around topics discussed in readings;
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	SOWK 7116E: Endings and evaluation	SOWK 7116E: Proposal Assignment; In-class discussion around topics discussed in readings;

7. Library and Laboratory Resources

The proposal must include a review of existing library and laboratory resources (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

Current library resources are adequate and sufficient. No laboratory space is needed to run the program

8. Budget

The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates—specified separately for authorized and cooperating units—concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

No additional funding is needed. Existing courses and instructor assignments are adequate to serve the expected number of students. Tuition e-rates will be used to cover additional instructional costs and to cover the increased time demands on program coordinator as needed.

9. Program Costs Assessed to Students

Any costs beyond those normally associated with the program on campus must be spelled out and justified.

An E-rate of \$275 on top of the graduate base rate will be assessed.

10. E-Rate

If an e-rate will be charged, an approved e-rate form must be submitted to the Office of Instruction with the proposal form.

The E-rate form will be submitted to the Office of Instruction with the proposal form after faculty approval.

Documentation of Approval and Notification

Proposal: Offer the Existing Graduate Certificate in Substance Use Counseling Online

College: School of Social Work

Department: School of Social Work

Proposed Effective Term: Fall 2022

School/College:

- School of Social Work Dean, Dr. Anna Scheyett, 10/27/21

Graduate School:

- Graduate School Associate Dean, Dr. Anne Shaffer, 10/22/21