# Curriculum Proposal

## SOWK 20-21 #8

### Packet Contents

1.1 Summary

### Course modification

1.4 SOWK 2130 Interpersonal Relations (2 credits) to (3 credits); description, learning outcomes and major content area changes

1.17 SOWK 3790 Social Work in the School System (2 credits) to SOWK 3790 School Social Work (3 credits); description, learning outcomes and major content area changes

1.28 SOWK 4450 Social Work Research Seminar (3 credits); prerequisite change

### New Courses

1.30 SOWK 3340 Anti-Oppressive Social Work (3 credits)

1.41 SOWK 3600 Contemplative Social Work Seminar (3 credits)

1.54 SOWK 3610 Culturally Responsive Practice with American Indian Families (3 credits)

### Course Drops

1.62 SOWK 2310 The American Indian: Social Welfare Perspective (3 credits)

1.63 SOWK 3030 Family Violence (3 credits)

1.65 SOWK 3110 Parent-Child Relations in the Contemporary Family Forms (3 credits)

1.66 SOWK 4310 Grant Writing (2 credits)

### Program Modification

1.69 Social Work B.S. major

1.81 Signatures
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Community and Individual Health  
Department: Social Work  
Proposer: Rebecca Hoffman  
Proposer’s position: Assistant Professor and Department Chair  
Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

Course Modification: SOWK 2130 Interpersonal Relations
• The purpose of the change(s) are grounded in enhancing students’ multicultural understanding of the use of self in interpersonal relationships. The changes involve adding modules on cultural identity and positive personal identity to this course.
• Positive personal and cultural identity will help students build awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; this includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

Course Modification: SOWK 3790 Social Work in the School System
• This course combines scholarly knowledge and experiential learning with an emphasis on process. Additional course content includes the intersection of school-based practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence.
• The content is designed to enable students to develop awareness, knowledge and applied skills to provide culturally-responsive services in a school setting. It will prepare students for school social work practice and licensure.

Course Modification: SOWK 4450 Social Work Research Seminar
• This proposal is to add PSY 3401 as a prerequisite for SOWK 4450. Delete PSY 3402 as a prerequisite for SOWK 4450. The current prerequisite as listed in the undergraduate catalog for SOWK 4450: Social Work Research Seminar includes PSY3402. The appropriate prerequisite is PSY 3401.
• This change will help students with clarity about the correct prerequisites needed for this core social work course.

New Course: SOWK 3340 Anti-Oppressive Social Work
• The purpose of this course is to critically examine societal issues generated by systemic discrimination and explore methods for reducing discrimination. Particular focus is on social work practice with a variety of diverse populations, and strategies that generalist practitioners can employ to decrease
oppression on all system levels. Historical forms of oppression will be analyzed with a connection to present-day forms of discrimination and oppression. Theories of oppression and discrimination will be reviewed. Finally, emphasis will be placed on personal values and the complexities of integrating social work values, as well as ethical practice in working with diverse populations.

- The course will provide students with the skills required for culturally competent practice with diverse communities. Students will learn a process of career-long learning about culture and difference, including strategies to address systemic issues of oppression.

**New Course: Contemplative Social Work Seminar**

- This course combines scholarly knowledge and experiential learning with an emphasis on process. The content examines the use of contemplative practices (e.g., journaling, mindfulness, movement, art, listening) for professional and personal self-awareness, interventions, ethical practice, resilience, and self care. Additional course content includes the intersection of contemplative practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence.

- Students will gain opportunities for exploring contemplative practices and for understanding its value in relation to social work practice are an integral part of the course.

**New Course: SOWK 3610 Culturally Responsive Practice with American Indian Families**

- Introduction to historical and contemporary social work practice issues with American Indians. Students will learn about policy issues, cultural sensitivity, and practice methods with American Indian clients and communities at micro and macro levels of intervention.

- This course will prepare students for generalist social work practice that embraces cultural responsiveness, social justice, professional ethics, and global interconnectedness.

**Course Drop: SOWK 2310 The American Indian: Social Welfare Perspective**

- This elective is no longer being offered. Course content, objectives outdated.

**Course Drop: SOWK 3030 Family Violence**

- This elective is no longer being offered. Course content, objectives outdated.

**Course Drop: SOWK 3110 Parent-Child Relations in the Contemporary Family Forms**

- This elective is no longer being offered. Course content, objectives outdated.

**Course Drop: SOWK 4310 Grant Writing**

- This elective is no longer being offered. Course content, objectives outdated.
Program Modification: Social Work

- Update course catalog for Social Work Degree.
- Update social work licensure and supervision requirements.
- Update social work program admissions process.
- Reorganize courses to be more student friendly (now in the order they’re taken).
- Update new school social worker licensure requirements.
- Update information about graduate school and advanced standing for BSW graduates.
- Update information about social work careers.

Benefits to Students:

- To provide students with information about the social work degree and career(s) that is more clear and concise.
- To clarify licensure requirements for social workers and school social workers
- To clarify supporting foundation course requirements, pre-admission course requirements, and BSW program course requirements.
- To clarify the BSW program’s admissions process.
- To update school social work licensure information to reflect new requirements.

Modifications proposed (specify number of each):

3 Course Modification(s) (form 2)
3 New Course(s) (form 3)
4 Course Drop(s) (form 4)
1 Program Modification(s) (form 5)
___ New Program(s) (form 6)
___ Program Drop(s) (form 7)

The modifications affect (check):

X Liberal Education
X Undergraduate Curriculum
_____ Graduate Curriculum
_____ Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):  
Undergraduate: SOWK 2130  
Graduate:  
Proposed Course Number(s), if different:  
Undergraduate:  
Graduate:  

Current Course Title: Interpersonal Relations  
Proposed Course Title, if different:  

Current Course Description: The course is intended to assess and develop basic interpersonal skills necessary to use self effectively as a practitioner. Teaches students to understand, assess, apply, and evaluate the basic skills of a helping relationship. Prerequisite: Admission to the Social Work program.

Proposed Course Description, if different: This course prepares students for the interpersonal relationship skills necessary for the effective use of self as a practitioner. Major course topics include building and maintaining relationships through emotional intelligence and compassionate communication; societal and interpersonal determinants of relationships including cultural, and positive personal identity; and needs and characteristics of healthy relationships and their impacts on professional relationships. Prerequisite: Admission to the Social Work program.

Current Credits: 2  
Proposed Credits, if different: 3  

Current Prerequisite(s):  
Undergraduate: Admission to the Social Work Program  
Graduate:  
Proposed Prerequisite(s), if different:  
Undergraduate:  
Graduate:  

1) Reason(s) for change(s): The purpose of the change(s) are grounded in enhancing students’ multicultural understanding of the use of self in interpersonal relationships. The changes involve adding modules on cultural identity and positive personal identity to this course. Positive personal and cultural identity includes the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; this includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. These cultural identifiers can be the result of various
conditions including location, gender, race, history, nationality, language, sexuality, religious beliefs, ethnicity, aesthetics, and food. The equivalent of this course in at other Minnesota State Universities is a three-credit course.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes: Yes X No _____
   - Major Content Areas: Yes X No _____
   - Projected Maximum Class Size (Cap): Yes _____ No X

4) Current Course fee(s) per student: $
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas: This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s).
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Social Work, B.S. major

   Teacher Licensure programs:
   Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by _______________(mail, email, or phone).

Please check one of the items below:

____ X No comments were received from other programs or departments within one week of the notification. N/A as is home department

______ Comments were received within one week of the notification, and are attached.
Student Learning Outcomes
Students will:
1. Students will demonstrate ethical and professional behavior
2. Students will engage in diversity and difference in practice
3. Students will engage with individuals, families, groups, organizations, and communities

Major Content Areas
Major course topics include building and maintaining relationships, emotional intelligence, compassionate communication, personality theory, societal and interpersonal determinants of relationships, cultural identity, gender identity, positive personal identity, needs and characteristics of healthy relationships, intimate partner violence, and empathy.
Course Description

This course prepares students for the interpersonal relationship skills necessary for the effective use of self as a practitioner. Major course topics include building and maintaining relationships through emotional intelligence and compassionate communication; societal and interpersonal determinants of relationships including cultural, and positive personal identity; and needs and characteristics of healthy relationships and their impacts on professional relationships.

Prerequisites

Admission to the Social Work Program

Social Work Program Mission

Our mission is to prepare students for generalist social work practice that is grounded in community involvement, diversity-informed practice, social and economic justice, professional values and ethics, critical thinking, and global interconnectedness.

Social Work Program Goals

With liberal arts as its foundation, by completion of the program, students will be able to:

- Engage in models of ethical social work practice.
- Engage in diversity-informed practice at all levels; local, tribal, state, national, or international.
- Engage in models of bio-psycho-social, cultural, and spiritual human development and behavior.
- Engage in life-long learning and critical thinking.
- Engage in research inquiry in order to facilitate implementation of evidence-based and diversity-informed practice.
- Engage in policy analysis and advocacy to address social and economic justice.

Core Competencies

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning. The nine core national accreditation competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage in Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess with Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities

Core Competencies Taught in This Course

Competency 1:
Demonstrate Ethical and Professional Behavior

- Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency Two:
Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Required Textbooks/Readings


Bradberry, T. & Greaves, J. (2009). Emotional Intelligence 2.0. San Diego: Talent Smart. (NOTE: Must have a new book, not a used or rental book, because students will need to use the appraisal code found in the back of the book.)


Cohn, P. (2010). Power and Control in America [Movie].


Supplemental Readings & Videos


**Course Information, Format, and Expectations**

<table>
<thead>
<tr>
<th>ACADEMIC INTEGRITY</th>
</tr>
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<tbody>
<tr>
<td>Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.</td>
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<tr>
<th>ACCESSIBILITY</th>
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<tr>
<td>I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact Accessibility Services, Decker Hall 202. Phone: 218/755-3883 or E-mail address <a href="mailto:accessibility@bemidjistate.edu">accessibility@bemidjistate.edu</a> Also available through the Minnesota Relay Service at 1-800-627-3529.</td>
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<thead>
<tr>
<th>ACTIVE LEARNING</th>
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<tbody>
<tr>
<td>This class is an integration of lecture, discussion, videos, speakers, and large- and small- group activities. Students seeking an A or B grade: attend class, participate in discussions and in-class activities, keep abreast of readings, seek to produce assignments that reflect quality work, and submit assignments and exams that reflect critical thinking.</td>
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<tr>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances (as determined by instructor). Late assignments, papers, exams, etc. without prior approval may result in a deduction of five points per day. Exception: Inclement weather (instructor determination).</td>
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<tr>
<th>ATTENDANCE</th>
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<tbody>
<tr>
<td>Because this is a largely participatory class, attendance is required. Students who miss all or part of three or more classes will not earn higher than a D grade for this class.</td>
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</tbody>
</table>

| CONFIDENTIALITY |
- Confidentiality is expected. What is shared between classmates, guest speakers and the instructor stays in the class. This includes class discussions, individual meetings with the instructor, and any other discussions that occur as a part of this course.

### DISRUPTIVE BEHAVIOR IN THE CLASSROOM

- We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

### ELECTRONIC COMMUNICATION

- Students are to communicate with the instructor via their BSU email address.

### ELECTRONICS

- Cell phones and other electronic communication devices must be turned off in the classroom including the online classroom. Cell phones are not to be used during class time unless specifically requested by the instructor. Students may use their laptop computers for class work only. If cell phones, other electronic devices, and computers are used inappropriately the student will be asked to leave the class session and/or lose course points.

### EXTENDED LEAVE PROCEDURE

- If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website [https://www.bemidjistate.edu/offices/student-life-success/extended-absence/](https://www.bemidjistate.edu/offices/student-life-success/extended-absence/)

### LAND ACKNOWLEDGEMENT

- The land we are meeting on today is the original homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here, and we honor and respect the many diverse Indigenous peoples still connected to this land which we gather, their retained sovereignty, and unbroken linguistic and cultural thriving.

### MENTAL HEALTH

- Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

### PROFESSIONAL STANDARDS OF CONDUCT

- Professional standards of conduct are to be followed in the course (classroom and online) as well as when working in course related small groups. Students are expected to be respectful to other students and faculty and adhere to confidentiality. Students are to exhibit other personal and professional behavior and/or thoughts that demonstrate effective interpersonal skills and respect for diverse perspectives on issues. Violation of this may result in earning a lower course grade or being removed from the course.

### PROFESSIONAL WRITING
Format for all assignments must use APA style. This includes being typed, double-spaced, using a 12-point Time New Roman font, 1" margins, page numbers, title page, headings, and professional language (sentence structure, grammar, spelling).

**Grading Criteria**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Emotional Intelligence Paper</td>
<td>30</td>
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<tr>
<td>Personality Type Paper</td>
<td>30</td>
</tr>
<tr>
<td>Healthy Relationships Paper</td>
<td>30</td>
</tr>
<tr>
<td>Conflict Resolution Paper</td>
<td>30</td>
</tr>
<tr>
<td>Personal and Cultural Identity Portfolio</td>
<td>80</td>
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<td>Attendance and Participation</td>
<td>50</td>
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<tr>
<td>Extra Credit (Bonus)</td>
<td>(10)</td>
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<td><strong>TOTAL</strong></td>
<td>250</td>
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**Grade Scale**

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<tr>
<th>Grade</th>
<th>Point Range</th>
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<tr>
<td>A</td>
<td>225-250</td>
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<td>B</td>
<td>200-224</td>
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<td>C</td>
<td>175-199</td>
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<td>D</td>
<td>150-174</td>
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<td>F</td>
<td>0-149</td>
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</table>

**Class Schedule** This is a tentative class schedule. It is the responsibility of the student to be aware of all changes in assignments, exam dates, or class content requirements. Besides required texts and readings, there will be in-class assignments, and e-handouts for which students are also responsible. All assignments are due Tuesdays at 9 AM unless otherwise noted.

<table>
<thead>
<tr>
<th>WEEK: DATE</th>
<th>TOPICS</th>
<th>COURSE COMPETENCIES</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:</td>
<td>Introduction to the Course</td>
<td>1, 2, 6</td>
<td>Watch:</td>
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<td>• Post Secret</td>
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<td>2:</td>
<td>Building &amp; Maintaining</td>
<td>1, 2, 6</td>
<td>Watch:</td>
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<td></td>
<td>Relationships: Emotional</td>
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<td>• Emotional Intelligence Introduction</td>
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<td></td>
<td>Intelligence</td>
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<td>Read:</td>
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<td></td>
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<td></td>
<td>• Bradberry &amp; Greaves (2009), pp. 1-134</td>
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<td>Due:</td>
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<td>• Emotional Intelligence Appraisal</td>
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</tbody>
</table>
| **3:** | Building & Maintaining Relationships: Emotional Intelligence | 1, 2, 6 | Watch:  
- After Watching This Your Brain Will Not be the Same  
Read:  
- Bradberry & Greaves (2009), pp. 135-250  
Due:  
- I Am From… Poem (Portfolio) |
| **4:** | Individual Needs & Characteristics: Personality Theory | 1, 2, 6 | Read:  
- Four Major Personality Perspectives  
- Personality Type Explained  
- Type Description (Select your type and select "Type Description" from the menu on the right)  
- Learning Style (Select your type and select "Learning Style" from the menu on the right)  
- Communication Skills (Select your type and select "Communication Skills" from the menu on the right)  
Due:  
- Jung Typology Test (Bring your profile to class)  
- Emotional Intelligence Paper |
| **5:** | Individual Needs & Characteristics: Personality Theory | 1, 2, 6 | Read:  
- Theories and Terminology of Personality Psychology  
- Personality Type Explained  
- Type Description (Select your type and select "Type Description" from the menu on the right)  
- Learning Style (Select your type and select "Learning Style" from the menu on the right)  
- Communication Skills (Select your type and select "Communication Skills" from the menu on the right)  
Due:  
- Culture KWL (Portfolio) |
| **6:** | Individual Needs & Characteristics: | 1, 6 | Read:  
- Cox & Steiner, pp. 1-45 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Self-Care</th>
<th>Due</th>
<th>Watch</th>
<th>Read</th>
<th>Due</th>
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<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>1, 2, 6</td>
<td>• Defying</td>
<td>• My ID is my Superpower</td>
<td>• My Traditions (Portfolio)</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>1, 2, 6</td>
<td>Definitions: Exploring Identity, Stereotypes, and Diversity</td>
<td>Cultural Identity Documentary</td>
<td>My Traditions (Portfolio)</td>
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<tr>
<td></td>
<td>9</td>
<td>1, 2, 6</td>
<td>Identity and Post Secondary: A First Nations Experience</td>
<td>Why is Gender Identity so Important?</td>
<td>My Traditions (Portfolio)</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1, 2, 6</td>
<td>The Philosophy of Personal Identity</td>
<td>Understanding the Complexities of Gender</td>
<td>Personal Code of Conduct (Portfolio)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1, 2, 6</td>
<td>Rosenberg (2003), Ch 3 Observing without Evaluating</td>
<td>Rosenberg (2003), Ch. 4; Identifying and Expressing Feelings</td>
<td>• Rosenberg (2003), Ch 3 Observing without Evaluating</td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
<td>Read/Watch</td>
<td>Due</td>
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</table>
| 12:  | Needs and Characteristics of Healthy Relationships: Compassionate Communication | Rosenberg (2003), Ch. 5: Taking Responsibility for our Feelings  
Rosenberg (2003), Ch 6: Requesting That Which Would Enrich Life | My Evolution (Portfolio) |
Power and Control Wheels | Abuser Accountability  
Frequently Asked Questions |
| 15:  | Course Wrap-Up  
Presentation Preparation  
Course Evaluations | Healthy Relationships Paper  
Extra Credit | Portfolio Presentations |
| FINAL EXAM | Due: | Portfolio Presentations | |
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: SOWK 3790

Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Social Work in the School System
Proposed Course Title, if different: School Social Work

Current Course Description:
Designed to enable the student to understand and apply social work practice in the public school setting including a systems view of public education, the impact of diversity/oppression, and various services to pupils, families, school personnel and community. Prerequisite: SOWK 2120 or consent of instructor.

Proposed Course Description, if different:

This course combines scholarly knowledge and experiential learning with an emphasis on process. The content is designed to enable students to develop awareness, knowledge and skills to provide culturally-responsive services in a school setting. Additional course content includes the intersection of school-based practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence.

Current Credits: 2
Proposed Credits, if different: 3

Current Prerequisite(s):
   Undergraduate: SOWK 2120 or consent of instructor.

Proposed Prerequisite(s), if different:
   Undergraduate: None
   Graduate:

1) Reason(s) for change(s): Shifting the course from a content to a practice/applied course with expanded expertise in culturally responsive services in a school setting, professional ethics and values related to social work practice in a school setting, and advancing human rights and social, economic, and environmental justice.
2) May this modified course replace the current course for students remaining in the old curriculum? Yes X__No_____. If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Yes X</th>
<th>No_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Content Areas</td>
<td>Yes X</td>
<td>No _____</td>
</tr>
<tr>
<td>Projected Maximum Class Size (Cap)</td>
<td>Yes______</td>
<td>No X</td>
</tr>
</tbody>
</table>

4) Current Course fee(s) per student: $
   for: N/A
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on 10/9/2020 (date) by email (mail, email, or phone).

   Please check one of the items below:

   X No comments were received from other programs or departments within one week of the notification. N/A as course is only in the home department

   _____ Comments were received within one week of the notification, and are attached.
**Student Learning Outcomes**

Students will Demonstrate Ethical and Professional Behavior

Students will Engage in Diversity and Difference in Practice

Students will Advance Human Rights and Social, Economic, and Environmental Justice

Students will Engage in Practice-informed Research and Research-informed Practice

Students will Engage in Policy Practice

Students will Engage with Individuals, Families, Groups, Organizations, and Communities

Students will Assess with Individuals, Families, Groups, Organizations, and Communities

Students will Intervene with Individuals, Families, Groups, Organizations, and Communities

**Major Content Areas**

Theoretical foundations, special education, collaboration with stakeholders, ethics, engagement, assessment, and intervention planning with individuals, families, and systems.
Bemidji State University  
SOWK 3790; School Social Work  
Fall 2019; Tuesday 5:00-7:50; Bensen Hall Room #422

FACULTY: Brenda M. Mack, MSW, LICSW  
PHONE: 218-755-4050  
EMAIL: brenda.mack@bemidjistate.edu

OFFICE: Bensen 420

Campus Office Hours: Tuesday 2:00-4:00pm; Wednesday 10:00am-2:00pm; Thursday 11:00am-noon;  
Other times available by appointment (e-mail to schedule)

Virtual Office Hours: 3.0 Flexible hours all day Monday and Fridays (e-mail to schedule an appointment) or  
other times as needed

SCHEDULING APPOINTMENTS: Please e-mail me to schedule an in-office or virtual appointment during office hours.

SCHEDULING APPOINTMENTS OUTSIDE OF HOURS: I recognize that students work and have busy lives outside of the classroom. For this reason, I offer "virtual" office hours outside of my regularly scheduled on-campus office hours to best accommodate students’ schedules. In order to schedule virtual office hours appointments with me, please send me an email and suggest a couple of times that work for you. I appreciate a 24-hour notice to be sure we can connect however, I will often be available on a shorter notice. I am available to meet via Google Hangouts, telephone or simply to email back and forth. Please let me know what you need and we will make a plan to connect!

Land Acknowledgement: The land we are meeting on today is the original homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather, their retained sovereignty, and unbroken linguistic and cultural thriving.

Social Work Program Mission: Prepare students for generalist social work practice that is grounded in engaged civic commitment and embraces cultural responsiveness, social and economic justice, professional ethics, active scholarship, and global interconnectedness.

Course Description: This course combines scholarly knowledge and experiential learning with an emphasis on process. The content is designed to enable students to develop awareness, knowledge and skills to provide culturally-responsive services in a school setting. Additional course content includes the intersection of school-based practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence. This is a generalist practice social work elective course.

Social Work Program Goals:
1. The Program will graduate students who engage in professional and ethical social work practice.
2. Provide a curriculum that prepares students for culturally responsive, evidence-based practice at all levels; be it local, tribal, state, national, or international.
3. The Program will graduate students who engage in a respectful, present, person-centered practice that utilizes bio-psycho-social, cultural, and spiritual models of human behavior.
4. The Program will engage in and provide opportunities for life-long learning and critical reflection; grounded in a globally interconnected system of practice.
5. The Program will engage in and support research inquiry to ensure the use of culturally responsive, evidence-based practice.
6. The Program will utilize models of policy analysis and development to advocate for social justice.

**Core Competencies**
National accreditation standards require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of core competencies. These core competencies are measurable practice behaviors comprised of knowledge, values, and skills. BSU Social Work students delineate the educational goals of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students’ preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program’s curriculum expectations. The ten core national accreditation competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage in Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess with Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities

**Core Competencies / Practice Behaviors Taught in this Course:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| 1. Demonstrate Ethical and Professional Behavior | • 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.  
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  
• Demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.  
• Use technology ethically and appropriately to facilitate practice outcomes.  
• Use supervision and consultation to guide professional judgment and behavior. |
| 2. Engage Diversity and Difference in Practice | • Apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.  
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.  
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
<p>| 3. Engage in Practice-informed Research | • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Research-informed Practice</th>
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<tbody>
<tr>
<td>4</td>
<td><strong>Engage in Policy Practice</strong></td>
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<tr>
<td></td>
<td>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<tr>
<td></td>
<td>• Assess how social welfare and economic policies impact the delivery and access to social services.</td>
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<tr>
<td></td>
<td>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights as well as social, economic, and environmental justice.</td>
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<tr>
<td>5</td>
<td><strong>Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<td></td>
<td>• Apply knowledge of human behavior, the social environment, person-in- environment, and other multidisciplinary frameworks in the analysis of assessment data from clients.</td>
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<tr>
<td></td>
<td>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients.</td>
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<tr>
<td>6</td>
<td><strong>Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<tr>
<td></td>
<td>• Collect and organize data, and apply critical thinking to interpret information from clients.</td>
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<td></td>
<td>• Apply knowledge of human behavior, the social environment, and other multidisciplinary frameworks in the analysis of assessment data from clients and constituencies.</td>
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<tr>
<td></td>
<td>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<td></td>
<td>• Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.</td>
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<tr>
<td>7</td>
<td><strong>Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
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<td></td>
<td>• Apply knowledge of human behavior, the social environment, person-in- environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.</td>
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<td></td>
<td>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
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<td></td>
<td>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<tr>
<td>8</td>
<td><strong>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<td></td>
<td>• Select and use appropriate methods for evaluation of outcomes.</td>
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<td></td>
<td>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
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<td></td>
<td>• Critically analyze, monitor, and evaluate intervention, program processes, and outcomes.</td>
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<tr>
<td></td>
<td>• Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
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</tbody>
</table>

**Class Format and Expectations:**
- This class is an integration of lecture, discussion, videos, speakers, and group activities. This is a “hands on” learning course where in-class discussion and dialog is expected.
• Students seeking an A or B grade: attend class, participate in discussions and in-class activities, keep abreast of readings, seek to produce assignments that reflect quality work, and submit assignments and exams that reflect critical thinking.
• There will be in-class assignments that are part of the overall grade for the class. Students that are absent cannot make up these assignments.
• Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances (as determined by instructor). Late assignments, papers, etc. without prior approval will be deducted up to 5 points per day.
• All assignments must be typed, double-space, 12 font, 1” margins, and pages numbered and completed in WORD format. Most assignments will be submitted in D2L using WORD format only.
• Professional standards of conduct are to be followed in the course (classroom and online) as well as when working in course related small groups. Students are expected to be respectful to other students and faculty and adhere to confidentiality. Students are to exhibit other personal and professional behavior and/or thoughts that demonstrate effective interpersonal skills and respect for diverse perspectives on issues. Violation of this may result in earning a lower course grade or being removed from the course.
• Cell phones, laptops and other electronic device are not to be used during class and must be turned off and left in your purse, backpack or coat. Do not have them sitting out on tables. It is my expectation that I will not see/hear electronic devices for the 75 minute duration of this class. No recording devices are allowed unless used as an accommodation for documented disability.
• The class schedule is tentative. It is the responsibility of the student to be aware of changes in assignments, exam dates or class content requirements. Besides required text and readings there will be in-class assignments and e-handouts for which students are responsible.
• Confidentiality is expected. What is shared between classmates, guest speakers and the instructor stays in the class. This includes class discussions, individual meetings with the instructor, and any other discussions that occur as a part of this course.

Grading Criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>My School Experience (Reflective Assignment)</td>
<td>25</td>
</tr>
<tr>
<td>Article Share</td>
<td>15</td>
</tr>
<tr>
<td>4 Quizzes (10 points each, lowest score dropped)</td>
<td>30</td>
</tr>
<tr>
<td>3 In-Class Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Group Assignment &amp; Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Community Engagement Learning Assignment (2 Choices)</td>
<td>25</td>
</tr>
<tr>
<td>Final Individual Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Class Participation</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
</tr>
</tbody>
</table>

Extra Credit 10 pts. max

Grading:

- 252-280 A
- 224-251 B
- 196-223 C
- 168-195 D
- 0-167 F
D2L: All students must be familiar with D2L and have DSL internet access (versus dial up). D2L will be used for announcements, communication about class, submitting group assignments and exams.

Not understanding how to navigate, post, and respond on D2L will not be an acceptable reason for failure to complete the required D2L activities. Students not familiar with D2L should contact Computer Services for assistance. Students that do not have access to the internet at home may use the BSU library computers, the Social Work Program Computer Lab, or BSU’s Super Lab computers.

On-Line Students Only-This is the link to the weekly synchronistic sessions: https://minnstate.zoom.us/j/267145753

Email Addresses: Students are to communicate with the instructor via their BSU email address and stay up to date on any communications about the class.

Writing Resource Center: Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.

Disruptive Behavior in the Classroom: We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

Extended Leave Procedure: If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/.

ADA and Academic Integrity Statements:

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact Accessibility Services, Decker Hall 202. Phone: 218/755-3883 or E-mail address accessibility@bemidjistate.edu Also available through the Minnesota Relay Service at 1-800- 627-3529.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Competencies</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Chapter 1: An Overview of the Theoretical Information Necessary in the Field of School Social Work</td>
<td>1, 2</td>
<td>Overview of the Course Discuss Assignments &amp; Article Share Read: Chapter 1</td>
</tr>
<tr>
<td>9/3</td>
<td>Chapter 2: A Typical Day?</td>
<td>1, 2, 4, 6, 7, 8</td>
<td>Read: Chapter 2 Text Article Share (in-class)</td>
</tr>
<tr>
<td>9/10</td>
<td>Chapter 3: Introduction and Definitions: Discussion of the Skills, Techniques, and Essential Practices</td>
<td>6, 7, 8</td>
<td>Read: Chapter 3 Text &amp; Supplemental Ethical Standards for School Social Work Practice NASW Standards for School Social Work Services in D2L Article Share (in-class) My School Experience (Reflective Assignment) Due 9/13 by 11:00am in D2L</td>
</tr>
<tr>
<td>9/17</td>
<td>Chapter 4: Special Education Component and School Social Work</td>
<td>3, 4, 5</td>
<td>Read: Chapter 4 Text &amp; Powerpoint Article Share (in-class) 1st In-Class Open Book; Open Notes Quiz (Ch. 1-4)</td>
</tr>
<tr>
<td>9/24</td>
<td>Chapter 5: Collaboration and Consultation With Parents, Faculty, Staff, and Administration</td>
<td>1, 2, 7, 8,</td>
<td>Read: Chapter 5 Text Article Share (in-class)</td>
</tr>
<tr>
<td>10/1</td>
<td>Chapter 6: Ethical Dilemmas How Poverty Impacts Today’s Youth</td>
<td>1, 3, 5</td>
<td>Read: Chapter 6 Text (Pgs. 137-141 ONLY) Article Share (in-class)</td>
</tr>
<tr>
<td>10/8</td>
<td>Chapter 8: Current Societal Issues Affecting Children in Schools</td>
<td>2, 3, 5, 9</td>
<td>Read: Chapter 8 Text &amp; The McKinney-Vento Act at a Glance in D2L Article Share (in-class)</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Task</td>
<td>Sections</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10/15 | Chapter 9 (Section I): Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods | 6, 7, 8, 9        | Read: Chapter 9 (Section I) Text  
Article Share (in-class)  
**Group Presentations** |
| 10/22 | Chapter 9 (Section II): Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods | 6, 7, 8, 9        | Read: Chapter 9 (Section II) Text  
Article Share (in-class)  
**Group Presentations**  
**2nd In-Class Open Book/Open Notes Quiz (Ch. 5-9)** |
| 10/29 | Positive Behavioral Interventions & Supports & Response to Intervention         | 4, 5, 7, 8, 9      | Read: Supplemental Information in D2L Folder  
Article Share (in-class) |
| 11/5  | Chapter 10: Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods | 6, 7, 8, 9        | Read: Chapter 10 Text (Pgs. 215-219 ONLY)  
Article Share (in-class) |
| 11/12 | Chapter 11: Studies, Analysis, and Discussion From an Authentic School Practice Perspective | 1, 4, 9           | Read: Chapter 11  
Article Share (in-class) |
| 11/19 | Chapter 12: School Policy, Program Development, and Evaluation                   | 2, 5              | Read: Chapter 12 Text  
Article Share (in-class)  
**3rd In-Class Open Book/Open Notes Quiz (ch. 10-12)**  
Community Engagement Learning Assignment Due 11/22/19 by 11:00am in D2L |
| 11/26 | Chapter 13: Practice Evaluation                                                 | 9                 | Read: Chapter 13 Text &  
Minnesota School Social Worker Evaluation Framework (Example) in D2L  
Article Share  
Share information from Community  
Engagement Learning Experience |
<p>| 12/3  | Review of Ch. 1 -13                                                             | 1, 2, 3, 5, 9     | <strong>Individual Final Presentations (1/2 of class) &amp; Course Evaluation</strong> |
| 12/10 | Wrap-Up Day                                                                     | 1, 2, 3, 5, 9     | <strong>4th In-Class Quiz Open Book/Open Notes (All Book Chapters)</strong> |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Individual Final Presentations (1/2 of class) &amp; End of Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Extra Credit due by 12/13/19 by 11:00am in D2L</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: SOWK 4450
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Social Work Research Seminar
Proposed Course Title, if different:

Current Course Description: This course is a capstone research seminar for social work majors. Students are introduced to the basic concepts and procedures of social work research and learn the quantitative and qualitative research approaches that are common to the social work profession and the social sciences. Students will critically examine, interpret, and utilize research findings in relation to everyday social work practice through the application of a research project. Prerequisite: CRJS 3201 or PSY 3402 or SOC 3001 or STAT 3660.

NOTE: Change to prerequisite only:
Proposed Course Description, if different: This course is a capstone research seminar for social work majors. Students are introduced to the basic concepts and procedures of social work research and learn the quantitative and qualitative research approaches that are common to the social work profession and the social sciences. Students will critically examine, interpret, and utilize research findings in relation to everyday social work practice through the application of a research project. Prerequisite(s): CRJS 3201 or PSY 3401 or SOC 3001 or STAT 3660.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: CRJS 3201 or PSY 3402 or SOC 3001 or STAT 3660.

Proposed Prerequisite(s), if different:
   Undergraduate: CRJS 3201 or PSY 3401 or SOC 3001 or STAT 3660.
   Graduate:

1) Reason(s) for change(s): PSY 3402 was listed in error instead of PSY 3401.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _____ No _____ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes   Yes _____ No _X___
   Major Content Areas         Yes _____ No _X___
   Projected Maximum Class Size (Cap) Yes _____ No _X___

4) Current Course fee(s) per student: $ for: N/A
   Proposed Course fee(s) per student, if different: $ for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a. go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b. click on “Areas of Study, and Course Descriptions,”
   c. click on “PDF of Entire Catalog” in upper right,
   d. press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Social Work, B.S. major

   Teacher Licensure programs:
   Liberal Education: Psychology, Criminal Justice, Statistics, Sociology

   The above “service area” programs/departments were notified of this modification on 10/9/2020 (date) by email (mail, email, or phone).

   Please check one of the items below:

   X   No comments were received from other programs or departments within one week of the notification. N/A as course is only in home department

   _____ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms
Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: 3340
  Graduate:

Course Title: Anti-Oppressive Social Work

Course Description: The purpose of this course is to critically examine societal issues generated by systemic discrimination and explore methods for reducing discrimination. Particular focus is on social work practice with a variety of diverse populations, and strategies that generalist practitioners can employ to decrease oppression on all system levels. The course is designed to provide students with the skills required for culturally competent practice with diverse communities. Theories of oppression and discrimination will be reviewed. Historical forms of oppression will be analyzed with a connection to present-day forms of discrimination and oppression. Students will learn a process of career-long learning about culture and difference, including strategies to address systemic issues of oppression. Finally, emphasis will be placed on personal values and the complexities of integrating social work values, as well as ethical practice in working with diverse populations. Prerequisite(s): Junior and Senior Standing or instructor consent

Credits: 3

Prerequisite(s):
  Undergraduate: Junior and Senior Standing or instructor consent
  Graduate:

1. Reason(s) for creating this course: The course was created to develop students' understanding of diversity and difference in social work practice, ability to demonstrate ethical and professional behavior, and advance human rights and social, economic, and environmental justice.

2. How often will this course be offered? Annually  Fall and Spring terms

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…")?
   Students will demonstrate ethical and professional behavior
   Students will engage diversity and difference in practice
   Students will advance human rights and social, economic, and environmental justice
   Students will engage in practice-informed research and research-informed practice;
   Students will engage with, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities.

4. What are the major content areas for the course? Ethical framework for practice with
diverse populations; defining racism and oppression; white and racial/minority/ethnic identity development; social work practice with First Nations peoples, African American/Caribbean Islanders, Latino Americans, Asian Americans, and immigrants/refugees, LGBTQ2 people, persons with disabilities, older adults, women of color, people with religious and spiritual diversity, and low socioeconomic status.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Hybrid delivery with both on-campus and online students simultaneously.

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? Dr. Evelyn Campbell, Dr. Sue Rickers, Dr. Brenda Mack, Dr. Rebecca Hoffman, Amanda Longie

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? OWL classroom camera system.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Course Description: The purpose of this course is to critically examine societal issues generated by systemic discrimination and explore methods for reducing discrimination. Particular focus is on social work practice with a variety of diverse populations, and strategies that generalist practitioners can employ to decrease oppression on all system levels. The course is designed to provide students with the skills required for culturally competent practice with diverse communities. Theories of oppression and discrimination will be reviewed. Historical forms of oppression will be analyzed with a connection to present-day forms of discrimination and oppression. Students will learn a process of career-long learning about culture and difference, including strategies to address systemic issues of oppression. Finally, emphasis will be placed on personal values and the complexities of integrating social work values, as well as ethical practice in working with diverse populations.

Prerequisites: Junior and Senior Standing or instructor consent

Social Work Program Mission: Prepare students for generalist social work practice that is grounded in engaged civic commitment and embraces cultural responsiveness, social and economic justice, professional ethics, active scholarship, and global interconnectedness.

Social Work Program Goals:
1. The Program will graduate students who engage in professional and ethical social work practice.
2. Provide a curriculum that prepares students for culturally responsive, evidence-based practice at all levels; be it local, tribal, state, national, or international.
3. The Program will graduate students who engage in a respectful, present, person-centered practice that utilizes bio-psycho-social, cultural, and spiritual models of human behavior.
4. The Program will engage in and provide opportunities for life-long learning and critical reflection; grounded in a globally interconnected system of practice.
5. The Program will engage in and support research inquiry to ensure the use of culturally responsive, evidence-based practice.
6. The Program will utilize models of policy analysis and development to advocate for social justice.

Core Competencies
National accreditation standards require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of core competencies. These core competencies are measurable practice behaviors comprised of knowledge, values, and skills. BSU Social Work students delineate the educational goals of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students’ preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program’s curriculum expectations. The ten core national accreditation competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage in Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess with Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities

### Core Competencies / Practice Behaviors Taught in this Course:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| 1. Demonstrate Ethical and Professional Behavior | • 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.  
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  
• Demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.  
• Use supervision and consultation to guide professional judgment and behavior. |
| 2. Engage Diversity and Difference in Practice | • Apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.  
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.  
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| 3. Advance Human Rights and Social, Economic, and Environmental Justice | • Apply their understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels. |
| 4. Engage in Practice-informed Research and Research-informed Practice | • Use and translate research evidence to inform and improve practice, policy, and service delivery. |
| 5. Engage in Policy Practice | • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  
• Assess how social welfare and economic policies impact the delivery and access to social services.  
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights as well as social, economic, and environmental justice. |
| Page 8. SOWK_20
<table>
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<tbody>
<tr>
<td><strong>BEMIDJI STATE UNIVERSITY</strong> Social Work Department</td>
</tr>
<tr>
<td>**34</td>
</tr>
</tbody>
</table>

### Engage with Individuals, Families, Groups, Organizations, and Communities
- Apply knowledge of human behavior, the social environment, person-in-environment, and other multidisciplinary frameworks in the analysis of assessment data from clients.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients.

### Assess Individuals, Families, Groups, Organizations, and Communities
- Collect and organize data, and apply critical thinking to interpret information from clients.
- Apply knowledge of human behavior, the social environment, and other multidisciplinary frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.

### Intervene with Individuals, Families, Groups, Organizations, and Communities
- Apply knowledge of human behavior, the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

### Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Select and use appropriate methods for evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention, program processes, and outcomes.

### Required Textbooks/Readings:
- Websites, e-material, videos, PP, and other resource materials posted on D2L.

### Class Format and Expectations:
- This class is an integration of lecture, discussion, videos, speakers, and group activities.
- Students seeking an A or B grade: attend class, participate in discussions and in-class activities, keep abreast of readings, seek to produce assignments that reflect quality work, and submit assignments and exams that reflect critical thinking.
- There will be in-class assignments that are part of the overall grade for the class. *Students that are absent cannot make up these assignments.*
- Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances (as determined by instructor). Late assignments, papers, etc. without prior approval will be deducted up to 5 points per day.
- All assignments must be typed, double-space, 12 font, 1” margins, and pages numbered. Some assignment may be handed in via D2L drop box. Do not submit assignments using a wps format as these cannot be opened by the instructor.
• **Professional standards of conduct are to be followed** in the course (classroom and online) as well as when working in course related small groups. Students are expected to be respectful to other students and faculty and adhere to confidentiality. Students are to exhibit other personal and professional behavior and/or thoughts that demonstrate effective interpersonal skills and respect for diverse perspectives on issues. Violation of this may result in earning a lower course grade or being removed from the course.

• Cell phones, laptops and other electronic device are not to be used during class and must be turned off and left in your purse, backpack or coat. Do not have them sitting out on tables. It is my expectation that I will not see/hear electronic devices for the 75 minute duration of this class. No recording devices are allowed unless used as an accommodation for documented disability.

• The class schedule is tentative. It is the responsibility of the student to be aware of changes in assignments, exam dates or class content requirements. Besides required text and readings there will be in-class assignments and e-handouts for which students are responsible.

• Confidentiality is expected. What is shared between classmates, guest speakers and the instructor stays in the class. This includes class discussions, individual meetings with the instructor, and any other discussions that occur as a part of this course.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Type of Assignment</th>
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</thead>
<tbody>
<tr>
<td>Participation: Critical Writing (6) and discussion forums; (2) In Class Activities</td>
<td>20% : 40 pts</td>
<td>Individual</td>
</tr>
<tr>
<td>Personal Cultural Assessment</td>
<td>20%: 40 pts</td>
<td>Individual</td>
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<tr>
<td>Enrichment Exercises (2)</td>
<td>10%: 20 pts</td>
<td>Individual or dyad</td>
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<tr>
<td>Mid term and final Exam</td>
<td>20%: 40 pts</td>
<td>Individual</td>
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<tr>
<td>Specialized Topic Paper Draft</td>
<td>10%: 20 pts</td>
<td>Individual or dyad</td>
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<tr>
<td>Final Specialized Topic paper and Presentation</td>
<td>20%: 40 pts</td>
<td>Individual or dyad</td>
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<td>200 pts total</td>
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</table>

**Grading Scale:**

- 159-200=A
- 139-160=B
- 121-140=C
- 100-120=D

**Class Participation:** Participation will be graded based on points from contributing to class discussions. Class attendance alone does not constitute the basis for earning class participation points. **Missing more than 3 class sessions will result in a lower grade.**
Papers: Students are expected to proof read and edit their papers. Your papers will be graded for content AS WELL AS grammar and spelling. See APA expectations handout. All papers should:

- Be edited for grammar, spelling and structure – use APA format
- Have a title page that includes the names of all group members, date, and name of agency

Extra Credit: Students have the option of submitting one extra credit assignment and earning up to 10 additional points for this class. Extra credit opportunities will be announced in class and/or listed in the News Link of D2L. Students should follow the extra credit format provided in D2L in the Content Link.

Communication: Students may communicate with the instructor via email, office phone or in person. The instructor will divert conversations regarding grades and assignments to in person meetings. Monday-Thursdays e-mails will be responded to within twenty-four hours (tentatively). Friday-Sunday e-mails will be read on Mondays (except for holidays then the soonest following instructor duty day) and responded to within twenty-four hours (tentatively).

D2L: All students must be familiar with D2L and have DSL internet access (versus dial up). D2L will be used for announcements, communication about class, submitting group assignments and exams.

Not understanding how to navigate, post, and respond on D2L will not be an acceptable reason for failure to complete the required D2L activities. Students not familiar with D2L should contact Computer Services for assistance. Students that do not have access to the internet at home may use the BSU library computers, the Social Work Program Computer Lab, or BSU’s Super Lab computers.

Email Addresses: Students are to communicate with the instructor via their BSU email address and stay up to date on any communications about the class.

Important Note: The Writing Resource Center located in the Library is available to student for assistance with papers.

Land Acknowledgement

The land we are meeting on today is the original homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here, and we honor and respect the many diverse Indigenous peoples still connected to this on which we gather, their retained sovereignty, and unbroken linguistic and cultural thriving.

ADA and Academic Integrity Statements:

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.
I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact Accessibility Services, Decker Hall 202. Phone: 218/755-3883 or E-mail address accessibility@bemidjistate.edu Also available through the Minnesota Relay Service at 1-800-627-3529.
**Class Schedule:** This is a tentative class schedule. It is the student’s responsibility to be aware of all changes in assignments, exam dates, or class content requirements.

**TIMETABLE (INCLUDES CONTENT): may be adjusted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Area</th>
<th>Competencies</th>
<th>Reading/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td><strong>Framework for Practice with Diverse Populations</strong></td>
<td>2, 3, 6</td>
<td>Lum Preface and Chapter 1</td>
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<td>NASW Standards for SW Practice</td>
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<td>Social Construction, Intersectionality</td>
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<td>Beginning Introduction Cultural Humility</td>
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<td></td>
<td><strong>Defining Racism and Oppression</strong></td>
<td>2, 3, 5</td>
<td>Lum: Epilogue</td>
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<td>U. S. History: Eras of Oppression &amp; Resistance</td>
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<td>Supplemental Reading:</td>
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<tr>
<td></td>
<td>White Privilege and Color Blindness</td>
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<td>Chapter 2 in Cultural Competent Practice (Lum, 2010) &amp;</td>
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<td>Critical Race Theory</td>
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<tr>
<td>Week 2:</td>
<td><strong>White and Racial/Minority/Ethnic Identity Development</strong></td>
<td>2</td>
<td>Lum: Chapter 6</td>
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<td>Social Work Practice with Multiracial/Multiethnic clients</td>
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<td>Supplemental Reading:</td>
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<td>Person In Environment</td>
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<td>Supplemental Reading:</td>
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<td></td>
<td>Planning Sheet: developing a life-plan for continual learning in cultural diversity in preparation for Assignment #3</td>
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<td>Watch “Skin Deep”</td>
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<tr>
<td>Week 3:</td>
<td><strong>Social Work Practice with First Nations Peoples</strong></td>
<td>2, 5, 7</td>
<td>Lum: Chapter 2</td>
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<td>Historical Trauma: Genocide and Assimilation</td>
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<td>Supplemental Reading:</td>
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<td>Assessment: Extended Kinship/Family Structures/ ICWA</td>
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<td>Assignment #1 Due</td>
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<td>Role of Spirituality</td>
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<td>Week 4:</td>
<td><strong>Social Work Practice with African-American/Carribean Islanders</strong></td>
<td>2, 5, 7</td>
<td>Lum: Chapter 3</td>
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<td></td>
<td>Historical Trauma: Slavery, Jim Crowe, Segregation</td>
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<td>Supplemental Reading:</td>
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<tr>
<td>Week</td>
<td>Social Work Practice with Latino Americans and Immigrants</td>
<td>2, 5, 7</td>
<td>Lum: Chapters 4 &amp; 9 Assignment #1 Due Personal Assessment due</td>
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<td>6:</td>
<td>Hispanic vs. Latino vs. Self-Identity, Values and Culture</td>
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<td>Immigration/Undocumented Workers Assessment: Role of Family, Gender, Cultural Norms</td>
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<td>Week 7:</td>
<td>Social Work Practice with Asian Americans and Populations</td>
<td>2, 7, 8</td>
<td>Lum: Chapter 5 Watch: The Split Horn: A Hmong Shaman</td>
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<td>Historical Oppression and Survival Values</td>
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<td>Immigration and Cultural Values, Norms Assessment &amp; Intervention Skills</td>
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<td>Week 8:</td>
<td>Social Work Practice with Immigrants/Refugees</td>
<td>2, 5, 7</td>
<td>Lum: Chapter 9 Supplemental Reading: Chapter 13: Cultural Competence with Muslim Americans (Lum, 2011)</td>
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<td></td>
<td>Immigration Laws: History and Context Demographics: MN and Nationally Acculturation versus Adaptation Assessment: Using Translators, Trauma</td>
<td></td>
<td>Assignment #1 Due</td>
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<td>See Moodle for website links on MN Demographics COMPLETE MID TERM EXAM</td>
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<td>Week 9:</td>
<td>SW Practice with LGBT People</td>
<td>2, 3, 7</td>
<td>Lum Chapter 8 Morrow and Messinger: Gomes, C. (2003). Partners as parents: Challenges faced by gays denied marriage</td>
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<tr>
<td></td>
<td>Historical Oppression in Context</td>
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<td></td>
<td>Definitions: homophobia, heterosexism, Gender and Sexuality</td>
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<td>Sexual Minorities and Human Rights Assessment: What is Family, Stressors, Resiliency, Resources</td>
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<tr>
<td>Week 10:</td>
<td>Ableism: Social Work Practice with Persons with Disabilities</td>
<td>2, 5, 8</td>
<td>Lum: Chapter 10 Assignment #1 Due Draft of specialized paper due</td>
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<td>The Nature of Disability: common Assumptions</td>
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<td>Americans with Disabilities Act/Health Care, Vulnerabilities and Risk Factors versus Resilience and Protective Factors Assessment: Micro, mezzo, macro interventions Mental and Emotional Disabilities: Family and Resources</td>
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</tr>
</tbody>
</table>
| Week 11: | Social Work Practice with Older Adults/of Color  
Demographics of Aging Populations  
Role of Older Americans Act | 2, 5, 6, 7, 8 | Lum: Chapter 11 |
| --- | --- | --- | --- |
| | Establishing Rapport/Communication Skills  
Assessment: Appropriate, Respectful Interventions & Goals | | |
| Week 12: | Gender Oppression/Women of Color  
Feminist Framework  
Feminization of Poverty  
Resilience and Resistance of Women of Color  
Assessment and Empowerment in Interventions | 2, 3, 7, 8 | Lum: Chapter 7 Assignment #1 Due |
| | Religious & Spiritual Belief Systems  
Social Work Ethics and Values  
Beliefs and Customs  
Assessment  
Integrating into Practice  
Affirmative Practice with People who are Culturally Diverse and/or Oppressed: A Paradigm for Affirmative Practice and Diversity: A Transactional View | 1, 2, 3, 6, 7, 8 | Hodge, D. R. (2003). Differences in worldviews between social workers and people of faith.  
Mattis, J. (2002). Religion and spirituality in the meaning making and coping experiences of African American women |
| Week 13: | Socioeconomic Status: Race & Class: Has Racism gone Underground?  
Capitalism and Social Control  
Assessing for Inclusion in Social Work Settings  
| Week 14: | Student Presentations, Wrap Up | 1, 2, 3, 4 | |
| Finals Week | Complete Final Exam online | | Final Paper Due |
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: SOWK 3600
   Graduate:

Course Title: Contemplative Social Work Seminar

Course Description:
This course combines scholarly knowledge and experiential learning with an emphasis on process. The content examines the use of contemplative practices (e.g., journaling, mindfulness, movement, art, listening) for professional and personal self-awareness, interventions, ethical practice, resilience, and self-care. Additional course content includes the intersection of contemplative practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence. Opportunities for contemplative practices and for understanding its value in relation to social work practice are an integral part of the course. Prerequisite(s): Junior, Senior or instructor approval.

Credits: 3

Prerequisite(s):
   Undergraduate: Junior, Senior or instructor approval.
   Graduate:

1. Reason(s) for creating this course: The importance of self-care is central to healthy social work practice. This course was created to support students’ development of self-care practices conducive to social work practice.

2. How often will this course be offered? Bi-annually, fall semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
Students will...

   - Students will 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.
   - Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
   - Students will demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.
   - Students will use technology ethically and appropriately to facilitate practice outcomes.
8. Students will use supervision and consultation to guide professional judgment and behavior.
9. Students will apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
10. Students will present themselves as learners and engage clients and constituencies as experts of their own experiences.
11. Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
12. Students will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
13. Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients.
14. Students will select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.
15. Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

4. What are the major content areas for the course?

- Mindfulness as the art of conscious living
- Social work values: mindful service
- Gratitude and evidence-based practice
- Social work values: dignity and worth of the person
- Mindful use of social media
- Social work values: integrity and competence
- Ethics
- Social justice
- Social justice and environment
- Social work and social control
- Mindful organizations
- Self-care and resilience
- Contemplative action

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Delivery method is primarily on-campus.

7. What is the projected maximum class size (cap)? 20

8. What qualified faculty will be available to teach this course? Dr. Sue Rickers, Dr. Brenda Mack

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
9. What additional library and other resources need or should be provided for this course, that are not already available? None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: $ N/A
For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University  
SOWK 3600: Contemplative Social Work  
Seminar Spring 2020  
Tuesdays 5-7:50 PM Bensen 422

FACULTY: Dr. Sue Rickers  
OFFICE: BE 418  
MSW, LICSW

PHONE: Office: 218-755-2835  
EMAIL: sue.rickers@bemidjistate.edu

EMAIL: sue.rickers@bemidjistate.edu

OFFICE HOURS: Monday 1:00-4:00; Tuesday 10:45-12:00; Wednesday 1:00-3:00; Thursday 10:45-12:00 & 1:00-3:30 or by appointment

Course Description: This course combines scholarly knowledge and experiential learning with an emphasis on process. The content examines the use of contemplative practices (e.g., journaling, mindfulness, movement, art, listening) for professional and personal self-awareness, interventions, ethical practice, resilience, and self-care. Additional course content includes the intersection of contemplative practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence. Opportunities for contemplative practices and for understanding its value in relation to social work practice are an integral part of the course.

Prerequisites: Standing as a junior, senior, graduate student, or instructor approval

Social Work Program Mission: Prepare students for generalist social work practice that is grounded in engaged civic commitment and embraces cultural responsiveness, social and economic justice, professional ethics, active scholarship, and global interconnectedness.

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1. The Program will graduate students who engage in professional and ethical social work practice.  
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3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess with Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities

Core Competencies / Practice Behaviors Taught in this Course:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.</td>
</tr>
<tr>
<td></td>
<td>• Use technology ethically and appropriately to facilitate practice outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Use supervision and consultation to guide professional judgment and behavior.</td>
</tr>
<tr>
<td>2</td>
<td>Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td></td>
<td>• Apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
</tr>
<tr>
<td></td>
<td>• Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
</tr>
<tr>
<td></td>
<td>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
</tr>
<tr>
<td>5</td>
<td>Engage in Policy Practice</td>
</tr>
<tr>
<td></td>
<td>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to</td>
</tr>
<tr>
<td></td>
<td>Engage with Individuals, Families, Groups, Organizations, &amp; Communities</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>6</td>
<td>Assess Individuals, Families, Groups, Organizations, &amp; Communities</td>
</tr>
<tr>
<td>7</td>
<td>Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</td>
</tr>
</tbody>
</table>

**Web Sites for Contemplative Practices:**
Association for Contemplative Mind in Higher Education: (ACMHE):
https://www.contemplativemind.org/programs/acmhe

1 Minutes Mindfulness Exercises: https://psychcentral.com/blog/1-minute-mindfulness-exercises/

Mindfulness Resources – UC Sand Diego:
https://medschool.ucsd.edu/som/fmph/research/mindfulness/mindfulness-resources/Pages/default.aspx

The Free Mindfulness Project: http://www.freemindfulness.org/download

**Required Textbooks/Readings:**
There is no required textbook for this course. The course will utilize journal articles and professional websites. **See weekly course D2L sites for modules that contain all necessary e-materials. It is critical that students check the course website at least weekly.**

**Supplemental Readings:**

**Class Format & Expectations:**
- This class is an integration of lecture, discussion, videos, speakers, and group activities.
- To earn an A or B grade, students should attend class, participate in discussions and in-class activities, complete readings prior to class, produce assignments and exams that reflect quality work including critical thinking.
- Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances (as determined by instructor). Late assignments, papers, exams, etc. without prior approval will be deducted up to 10% of the assignment value points per day. Copies of all assignments are available on D2L Brightspace. Assignments are to be submitted using the D2L Brightspace assignments unless otherwise indicated. Please use a Word document to ensure that I can open the document.
• The participation points are comprised of multiple things including attending class and active involvement in class including asking questions and participating in class discussions. In addition, there may be exercises and/or activities to complete prior to class. Students who are not present cannot make up in-class activities.

• Email Addresses: Students are to communicate with the instructor via their BSU email address.

**Professional Expectations:**

• **Professional standards of conduct are to be followed** in the course (classroom and online) as well as when working in course related small groups. Students are expected to be respectful to other students and faculty and adhere to confidentiality. Students are to exhibit other personal and professional behavior and/or thoughts that demonstrate effective interpersonal skills and respect for diverse perspectives on issues. Violation of this may result in earning a lower course grade or being removed from the course.

• **BSU Code of Conduct:** We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

• Confidentiality is expected. What is shared between classmates, guest speakers and the instructor stays in the class. This includes class discussions, individual meetings with the instructor, and any other discussions that occur as a part of this course.

• Cell phones and other electronic communication devices must be turned off and kept in backpacks or purses when in the classroom. Students may bring their laptop computers for class work use only. If cell phones, other electronic devices, and computers are used inappropriately they will need to be removed from the classroom by the student.

**Professional Writing:**

• All assignments are to be submitted using the D2L Assignments Dropbox.

• All assignments should be typed, double-spaced using a 12-point font, with 1” margins. APA style including a title page, introduction, in-text citations, conclusion, and reference page will be required for all papers. APA and professional writing resources are provided on D2L under Materials/Content/Getting Started. Purdue Owl is a website that students can access for assistance with APA format: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html If your submitted work does not reflect professional writing standards, points will be deducted accordingly.

• See D2L Brightspace e-handout as well as writing expectations that accompany each assignment.

• **Writing Resource Center:** Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.
Expectations of Students for In-Class and Time Class Preparation

- In-class time: For each lecture credit university policy states that students will spend 1 hour per week in class.
- Outside of class time: For each lecture credit university policy states that students will spend 2 hours per week outside of class.
- As this is considered a 3 credit lecture courses, it is expected that you will spend 3 hours in class and 4-6 hours outside of class for course prep. **Thus, your expected total time commitment for this class is 7-9 hours per week.**

Grading Criteria:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Contemplative Self Paper</td>
<td>20</td>
</tr>
<tr>
<td>Article Share</td>
<td>10</td>
</tr>
<tr>
<td>Class Preparation Activities/Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>(This will be a combination of class preparation activities and quizzes)</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>125</td>
</tr>
<tr>
<td>Weekly (13 @ 5 points each)</td>
<td></td>
</tr>
<tr>
<td>Midterm (20 points)</td>
<td></td>
</tr>
<tr>
<td>Final (40 points)</td>
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</tr>
<tr>
<td>Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>350</td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td>10 pts. max</td>
</tr>
</tbody>
</table>

**Grading:**

- 315-350 A
- 280-314 B
- 245-279 C
- 210-244 D
- 0-209 F
Class Schedule:

NOTE: Below is a tentative class schedule. It is the responsibility of the student to be aware of changes in assignments & class content. Besides required readings, there will be in-class assignments, and handouts for which students are also responsible.

Here is the course link for Zoom: [https://minnstate.zoom.us/j/217436425](https://minnstate.zoom.us/j/217436425)

<table>
<thead>
<tr>
<th>Date &amp; Topics</th>
<th>Course Comp</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>1</td>
<td>Readings as assigned in D2L: What Is Mindfulness? (See D2L for PDF) The Mindful Social Worker <a href="http://www.socialworktoday.com/archive/SO17p14.shtml">http://www.socialworktoday.com/archive/SO17p14.shtml</a> Take the 5 point quiz by 1/14 at noon Bring to class an object/visual aid/poem/picture that represents contemplation or mindfulness to you (5 point class preparation). Be prepared to share your object and the meaning behind it. Journal Due 1/19/20 to D2L Brightspace by Noon</td>
</tr>
<tr>
<td>1/21: Social Work Values: Mindful Service</td>
<td>1, 2, 6</td>
<td>Readings as assigned in D2L: Read 2 sections of the 2017 NASW Code of Ethics. Read the Preamble and the Ethical Principles section on Service. Read two short blogs: <em>Why Self Care Is about More than Bubble Baths and Chocolate &amp; Definition of Self-Care</em> (available in D2L) Take the 5 point quiz by 1/21 at noon Bring to class the class preparation activity (CPA): Highlight/write down and bring with you to class one idea from each article that caught your attention and one take away for you as a social worker (5 point class preparation). Journal Due 1/26 at noon via D2L Brightspace Contemplative Self Paper Due 1/26 at noon via D2L Brightspace</td>
</tr>
<tr>
<td>1/28</td>
<td>1, 2, 6, 7, 8</td>
<td>Readings as assigned in D2L: Read What Are the Benefits of Mindfulness (link available in D2L). Bring to class a one paragraph summary of what you take away from this reading and a one paragraph discussion of your thoughts on the evidence (this can include your own experience). This needs to be typed and will be handed in as part of class. Use your best writing skills! The two paragraphs are your 10 point CPA this week. Journal Due 2/2 at noon via D2L Brightspace</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings as assigned in D2L</td>
</tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 2/4      | Social Work Values: Dignity & Worth of Person | 1. Read the *NASW Code of Ethics* (pages 5 & 6) on Dignity and Worth of the Person and Importance of Human Relationships  
2. Read *Reflections from a Social Worker Trying to Adopt Children*  
3. Read *What Is the Real meaning of Dignity?*  
4. Read an excerpt from *The Lived Experience of Self-Compassion in Social Workers*  

Quiz on readings by 2/4 at 4 PM  
Journal due by 2/9 at noon. |                                                                                                |
| 2/11     | Mindful Use of Social Media                | 1. Read *Everybody Is Exhausted*  
2. Read *Social Media & Self-Care*  
3. Read *Social Media Guide to Self-Care*  
4. Complete the Digital Stress Quiz and bring to class - you will earn 10 points for completing and bringing to class. This is available in the weekly D2L module  
5. Optional reading - *Before You Scroll, Try this Mindful Media Practice & 9 Self-Care Tips*  

Journal due on 2/16 via D2L Brightspace by Noon. |                                                                                                |
2. Read *Eye on Ethics*  
3. Read *Compassionate Competence*  
4. Read *Professional Integrity*  

Quiz on readings by 2/18 at 4 PM  
Journal due on 2/22 via D2L Brightspace by noon |                                                                                                |
| 2/25     | Ethics                                     | *Note there is no class today. However, there is a quiz and to earn participation points, see assignment in D2L weekly module*  

Readings as assigned in D2L  
1. Read *Managing Complex Ethics*  
2. Read *The Ethics of Care*  
3. Read *In the Moment: The Effect of Mindfulness on Ethical Decision Making*. I note that this article is a bit challenging and will push you to focus and weed through some information you may not understand. Do read the article with a critical (really think about what is being said) and mindful approach. Be aware of your thoughts, feelings, and physical response. Focus your reading on what are the important concepts or ideas in this article.  

Complete the 5 point quiz by 4 PM on 2/25. |                                                                                                |
The 5 point CPA activity is to create a Word document that highlights one takeaway or important concept from *In the Moment: The Effect of Mindfulness on Ethical Decision Making*. In a short paragraph, why do you think the takeaway is so important. Post to D2L Discussion by 4 PM on 2/25 to earn the other 5 class preparation points.

Submit your **midterm journal** to D2L Brightspace by Noon on 3/1

<table>
<thead>
<tr>
<th>Date</th>
<th>Social Justice</th>
<th>Readings</th>
<th>Journal Due</th>
</tr>
</thead>
</table>
| 3/3    | 1, 2, 5, 6     | Read NASW Code of Ethics Social Justice (p. 5)  
2. Read Keeping Social Justice in Social Work  
3. Read Here’s Why You Need to Question Mindfulness in Classrooms  
4. Read Mindfulness: A Tool for Social Justice  
5. Read Sacred Activism: Mindfulness and Racial Justice |
|        |                |  
|        |                | Take the 5 point quiz by 3/3 at 4 PM  
|        |                | Bring with you to class and object, symbol, reading, item that represents to you mindfulness and social justice. This is your 5 point CPA. We will discuss as a class. |
|        |                |  
|        |                | Journal due on 3/22 via D2L Brightspace by noon |

### 3/10: Spring Break

<table>
<thead>
<tr>
<th>Date</th>
<th>Social Justice &amp; Environment</th>
<th>Readings</th>
<th>Journal Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/10</td>
<td>1, 2, 5, 6</td>
<td>I’ve been including specific information about assignments and CPA/quizzes in the syllabus. Note that I will continue to fill this information in and update the syllabus as I go. However, it is <strong>critical</strong> that you look in the D2L course materials for each week for specific information.</td>
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</tbody>
</table>
|        |                | Readings as assigned in D2L  
CPA/Quiz as assigned in D2L  
Journal due on 3/22 via D2L Brightspace by noon |

<table>
<thead>
<tr>
<th>Date</th>
<th>Social Work &amp; Social Control</th>
<th>Readings</th>
<th>Journal Due</th>
</tr>
</thead>
</table>
| 3/24   | 1, 2, 5, 6                    | Readings as assigned in D2L  
CPA/Quiz as assigned in D2L  
Journal due on 3/29 via D2L Brightspace by noon |

<table>
<thead>
<tr>
<th>Date</th>
<th>Mindful Organization</th>
<th>Readings</th>
<th>Journal Due</th>
</tr>
</thead>
</table>
| 3/31   | 1, 2, 5, 6           | Readings as assigned in D2L  
CPA/Quiz as assigned in D2L  
Journal due on 4/5 via D2L Brightspace by noon |

<table>
<thead>
<tr>
<th>Date</th>
<th>Self-Care &amp; Resilience</th>
<th>Readings</th>
<th>Journal Due</th>
</tr>
</thead>
</table>
| 4/14   | 1, 2                    | Readings as assigned in D2L  
CPA/Quiz as assigned in D2L  
Journal due on 4/12 via D2L Brightspace by noon |

<table>
<thead>
<tr>
<th>Date</th>
<th>Contemplative Action</th>
<th>Readings</th>
<th>Journal Due</th>
</tr>
</thead>
</table>
| 4/21   | 1, 2, 6              | Readings as assigned in D2L  
CPA/Quiz as assigned in D2L  
Journal due on 4/26 via D2L Brightspace by noon |
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment</th>
</tr>
</thead>
</table>
| 4/28 Wrap-Up | 1, 2  
Readings as assigned in D2L  
CPA/Quiz as assigned in D2L  
Final Journal due on 5/3 via D2L Brightspace by noon  
**Extra Credit Due 4/29 @ 11:59 PM** |
| 5/5 Presentations | 1, 2, 6  
May 5 6-8 PM Presentations During Final Exam Time |
Academic Integrity, ADA, Extended Leave & Mental Health:

Academic Integrity: Students are expected to practice the highest standards of ethics, honesty and integrity in all academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.

Accessibility Services: I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact Accessibility Services, Decker Hall 202. Phone: 218/755-3883 or E-mail address accessibility@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

Mental Health: Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Extended Leave Procedure: If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/
**BSU Curriculum Forms**

**Form 3**  
Updated: 9.19.15

**New Course Form**

Course Number:  
- Undergraduate: 3610  
- Graduate:

Course Title: Culturally Responsive Practice with American Indian Families

Course Description: Introduction to historical and contemporary social work practice issues with American Indians. Students will learn about policy issues, cultural sensitivity, and practice methods with American Indian clients and communities at micro and macro levels of intervention. Prerequisite(s): Junior or senior standing or instructor consent.

Credits: 3

Prerequisite(s):  
- Undergraduate: Junior or senior standing or instructor consent.  
- Graduate:

1. Reason(s) for creating this course: This course will prepare students for generalist social work practice that embraces cultural responsiveness, social justice, professional ethics, and global interconnectedness with American Indian families and communities.

2. How often will this course be offered? Bi-annually Fall term

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…")?
   
   - Students will apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
   - Students will present themselves as learners and engage clients and constituencies as experts of their own experiences.
   - Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

4. What are the major content areas for the course?
   
   - Sovereignty, oppression and social welfare policies, social services, decolonization of social work practice, raising healthy American Indian Children, preserving Native families/preserving Native culture, Indian Child Welfare Act, American Indian Elders, Violence in the Lives of Native Americans, American Indian women and sexual assault, culture and medicine, building assets in tribal communities, and advocacy
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? It will be delivered both on-campus and online synchronously.

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? Dr. Evelyn Campbell

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? OWL camera in the classroom to allow for interactions between in-person and online students.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University  
SOWK 3610 Culturally Responsive Practice with American Indian Families  
Spring 2019; Mondays 3:00-5:50pm; Hagg-Sauer 213

**FACULTY:** Evie Campbell  
MSW, LGSW

**PHONE:** 218-755-2836  
**EMAIL:** evelyn.campbell@bemidjistate.edu

**OFFICE HOURS:**  
Monday 9:00-12:00pm; Wednesday 2:00-4:00pm  
Tuesday & Thursday 9:00-11:00am  
Or by appointment

**Course Description:** Introduction to historical and contemporary social work practice issues with American Indians. Students will learn about policy issues, cultural sensitivity, and practice methods with American Indian clients and communities at micro and macro levels of intervention.

**Prerequisites:** Junior or Senior or instructor consent

**Social Work Program Mission:** Prepare students for generalist social work practice that is grounded in engaged civic commitment and embraces cultural responsiveness, social and economic justice, professional ethics, active scholarship, and global interconnectedness.

**Social Work Program Goals:**
1. The Program will graduate students who engage in professional and ethical social work practice.
2. Provide a curriculum that prepares students for culturally responsive, evidence-based practice at all levels; be it local, tribal, state, national, or international.
3. The Program will graduate students who engage in a respectful, present, person-centered practice that utilizes bio-psycho-social, cultural, and spiritual models of human behavior.
4. The Program will engage in and provide opportunities for life-long learning and critical reflection; grounded in a globally interconnected system of practice.
5. The Program will engage in and support research inquiry to ensure the use of culturally responsive, evidence-based practice.
6. The Program will utilize models of policy analysis and development to advocate for social justice.

**Core Competencies**
National accreditation standards require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of core competencies. These core competencies are measurable practice behaviors comprised of knowledge, values, and skills. BSU Social Work students delineate the educational goals of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students’ preparation for generalist social work practice. These competencies serve as a link between what
may be observed or demonstrated in student knowledge, value and skill performance, and the program’s curriculum expectations. The ten core national accreditation competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Core Competencies / Practice Behaviors Taught in this Course:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| 2 Engage Diversity and Difference in Practice | • Apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.  
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.  
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |

Required Textbooks/Readings:

Videos: (they will be shown in class)
Everything you wanted to know about Indians but was afraid to ask (youtube)
Tribal Nations: The Story of Federal Indian Law (youtube)
Dawnland
Older than America
Blood Memory

Class Format and Expectations:
• This class is an integration of lecture, discussion, videos, speakers, and group activities.
• Students seeking an A or B grade: attend class, participate in discussions and in-class activities, keep abreast of readings, seek to produce assignments that reflect quality work, and submit assignments and exams that reflect critical thinking.
• There will be in-class assignments that are part of the overall grade for the class. Students that are absent cannot make up these assignments.
• Assignments are to be completed and handed in on time, barring serious, unforeseen circumstances (as determined by instructor). Late assignments, papers, etc. without prior approval will be deducted up to 5 points per day.
• All assignments must be typed, double-space, 12 font, 1” margins, and pages numbered. Some assignment may be handed in via D2L drop box. Do not submit assignments using a
wps format as these cannot be opened by the instructor.

- **Professional standards of conduct are to be followed** in the course (classroom and online) as well as when working in course related small groups. Students are expected to be respectful to other students and faculty and adhere to confidentiality. Students are to exhibit other personal and professional behavior and/or thoughts that demonstrate effective interpersonal skills and respect for diverse perspectives on issues. Violation of this may result in earning a lower course grade or being removed from the course.

- Cell phones, laptops and other electronic device are not to be used during class and must be turned off and left in your purse, backpack or coat. Do not have them sitting out on tables. It is my expectation that I will not see/hear electronic devices for the 75 minute duration of this class. No recording devices are allowed unless used as an accommodation for documented disability.

- The class schedule is tentative. It is the responsibility of the student to be aware of changes in assignments, exam dates or class content requirements. Besides required text and readings there will be in-class assignments and e-handouts for which students are responsible.

- Confidentiality is expected. What is shared between classmates, guest speakers and the instructor stays in the class. This includes class discussions, individual meetings with the instructor, and any other discussions that occur as a part of this course.

**Grading Criteria:**

- (2) Exams (includes mid-term and final) (each worth 50 points) = 100 points
- (5) Reflection Paper (each worth 20 points) = 100 points
- Practice Paper (60 points) & Presentation (15 points) = 75 points
- (5) Online Discussion - based on videos (each worth 20 points) = 100 points
- Class Participation = 25 points

**Total**

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th>400 points</th>
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</thead>
</table>

**Grading:**

| 360-400 | A |
| 320-359 | B |
| 380-319 | C |
| 240-379 | D |

**Class Participation:** Participation will be graded based on points from *contributing to class discussions and submitting 2-3 questions each class to instructor based on readings. Class attendance alone does not constitute the basis for earning class participation points.*

**Papers:** Students are expected to proof read and edit their papers. Your papers will be graded for content AS WELL AS grammar and spelling. See APA expectations handout. All papers should:

- Be edited for grammar, spelling and structure – use APA format
- Have a title page that includes the names of all group members, date, and name of agency
Extra Credit: Students have the option of submitting one extra credit assignment and earning up to 10 additional points for this class. Extra credit opportunities will be announced in class and/or listed in the News Link of D2L. Students should follow the extra credit format provided in D2L in the Content Link.

D2L: All students must be familiar with D2L and have DSL internet access (versus dial up). D2L will be used for announcements, communication about class, submitting group assignments and exams.

Not understanding how to navigate, post, and respond on D2L will not be an acceptable reason for failure to complete the required D2L activities. Students not familiar with D2L should contact Computer Services for assistance. Students that do not have access to the internet at home may use the BSU library computers, the Social Work Program Computer Lab, or BSU’s Super Lab computers.

Email Addresses: Students are to communicate with the instructor via their BSU email address and stay up to date on any communications about the class.

Important Note: The Writing Resource Center located in HS 110 is available to student for assistance with papers.

ADA and Academic Integrity Statements:

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact Accessibility Services, Decker Hall 202. Phone: 218/755-3883 or E-mail address accessibility@bemidjistate.edu Also available through the Minnesota Relay Service at 1-800- 627-3529.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5- Reflection Papers</td>
<td>Students will reflect on Ch. 1,3,6, 8 and 10 from their book, <em>Social Issues in Contemporary Native America</em> and write a 1-1 ½ paper on each chapter to include what you learned and how you would apply this information to how your social work practice. This can include class discussion. Each reflection paper is worth ten (20) points.</td>
<td>Week 2, Week 4, Week 7, Week 10, Week 12</td>
</tr>
<tr>
<td>Practice Paper &amp; Presentation</td>
<td>Students will choose an issue the impacts American Indians to write a research paper on and present to class. In the paper you will explain contemporary social work practice issues and implications for micro and macro social work practice within American Indian Communities and demonstrate how you would advocate for American Indians in a social work practice setting. See handout on D2L. Paper should be 5-6 pages.</td>
<td>Week 13</td>
</tr>
<tr>
<td>(2) Exams Mid-term &amp; Final</td>
<td>Two exams will be given and each is worth 50 points each. Students will be quizzed on the material covered in class and in the readings. The last exam will be given during finals week.</td>
<td>Week 8, Finals Week</td>
</tr>
<tr>
<td>Online Discussion</td>
<td>Students will earn a total of 100 points for: five (5) online discussions (worth 20 pts each). A video will be shown in class for students to reflect on. Dawnland, Blood Memory, Older Than American, Every Thing You Wanted to Know About Indians But Was Afraid to Ask, and Tribal Nations</td>
<td>ongoing</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>Active class participation is important in order to exchange different perspectives which facilitate learning, not only for the individual participating but for the other class members as well. In order to obtain full credit (25 points) for participation students need to participate during in all class discussions, online forums and <strong>by submitting 2-3 questions each class to instructor based on readings.</strong></td>
<td>ongoing</td>
</tr>
<tr>
<td>Timeline</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Week 1: Introduction to course</td>
<td>Read syllabus</td>
<td>Introduce yourself</td>
</tr>
<tr>
<td>Week 2: Sovereignty</td>
<td>Ch. 1</td>
<td>Reflection Paper #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Friday 1/25 at 11am</td>
</tr>
<tr>
<td>Week 3: Oppression &amp; Social Welfare Policies</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Week 4: Social Services</td>
<td>Ch. 3</td>
<td>Reflection Paper #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Friday 2/8 at 11am</td>
</tr>
<tr>
<td>Week 5: Social Work Profession Perspective</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Week 6: Decolonization of Social Work</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>Week 7: Raising Healthy American Indian Children</td>
<td>Ch. 6</td>
<td>Reflection Paper #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Friday 2/22 at 11am</td>
</tr>
<tr>
<td>Week 8: Preserving Native Families; Preserving Native Culture</td>
<td>Ch. 7</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>Week 9: Spring Break</td>
<td>Ch. 8</td>
<td></td>
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<tr>
<td>Week 10: Indian Child Welfare Act</td>
<td>Ch. 9</td>
<td>Reflection Paper #4</td>
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<td></td>
<td></td>
<td>Due: Friday 3/22 at 11am</td>
</tr>
<tr>
<td>Week 11: American Indian Elders</td>
<td>Ch. 10</td>
<td></td>
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<tr>
<td>Week 12: Violence in the Lives of Native Americans</td>
<td>Ch. 11</td>
<td>Reflection Paper #5</td>
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<tr>
<td></td>
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<td>Due: Friday 4/5 at 11am</td>
</tr>
<tr>
<td>Week 13: American Indian Women &amp; Sexually Assault</td>
<td>Ch. 12</td>
<td>Practice Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Friday 4/12 at 11am</td>
</tr>
<tr>
<td>Week 14: Culture &amp; Medicine</td>
<td>Ch. 13</td>
<td></td>
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<tr>
<td>Week 15: Building Assets in Tribal Communities &amp; Advocacy</td>
<td>Ch. 14</td>
<td></td>
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<tr>
<td>Week 16: Advocacy</td>
<td></td>
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<tr>
<td>Week 17: Finals Week</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file. To drop a course from a program only, use Form 5 Program Modification Form)

Course Number: SOWK 2310
Undergraduate: ✔
Graduate: 

Course Title: The American Indian: Social Welfare Perspective
(3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Curriculum Coord: This course is not in any programs
Non-licensure programs:
Teacher Licensure programs:
Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

✔ No comments were received from other programs or departments within one week of the notification.
□ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
This elective is no longer being offered. It was only listed under Social Work in the course catalog.
BSU Curriculum Forms
Form 4
Course Drop Form

(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: SOWK 3030
   Graduate:

Course Title: Family Violence (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Gender and Women’s Studies minor (is a select 2 of 3 option))
   Psychology, B.A. major (in elective list)
   Psychology, B.S. major (in elective list)

   Teacher Licensure programs:

   Liberal Education:

The above “service area” programs/departments were notified of this modification on ___12.11.2020______ (date) by __email________________ (mail, email, or phone).

From: Peterson, Debra F <Debra.Peterson@bemidjistate.edu>
Sent: Monday, December 14, 2020 1:19 PM
To: Hoffman, Rebecca L <Rebecca.Hoffman@bemidjistate.edu>; Gonzalez, John <John.Gonzalez@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: Re: Course Drop: Family Violence

Rebecca,
I have checked with Sociology faculty and we do not have a problem with your proposal.
Deb

From: Hoffman, Rebecca L <Rebecca.Hoffman@bemidjistate.edu>
Sent: Friday, December 11, 2020 8:43 AM
To: Gonzalez, John <John.Gonzalez@bemidjistate.edu>; Peterson, Debra F <Debra.Peterson@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: Course Drop: Family Violence

Good Morning John and Deb:

Happy Friday morning to both of you! I am writing to inform you that Social Work is dropping its Family Violence course. This course is listed as an elective in the Psychology major (B.A. and B.S.) and in the Gender and Women’s Studies minor. Please let me know if you have any questions.

Warm regards,

Rebecca

Dr. Rebecca Hoffman, DSW, MSSW, LISW, BSU Class of ‘97
Assistant Professor of Social Work & Department Chair
Bemidji State University
Bensen Hall 419 | 1500 Birchmont Drive NE, Box 35 | Bemidji, MN 56601
O: (218) 755-2837 | C: (218) 368-7365 | Zoom Meeting ID: 2607283722
Rebecca.Hoffman@bemidjistate.edu
She/Her/Hers

Fall 2020 Office Hours | Schedule Through Starfish
Tuesdays and Thursdays 9 AM – 11 AM & 12:15 – 1 PM
Or By Appointment

Please check one of the items below:

___X___ No comments were received from other programs or departments within one week of the notification.

_______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: This elective is no longer being offered. It was only listed under Social Work in the course catalog.
BSU Curriculum Forms
Form 4
Course Drop Form

(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number: SOWK 3110
Undergraduate: ✔
Graduate:

Course Title: Parent-Child Relations in Contemporary Family Forms
(3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on _________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

[✔] No comments were received from other programs or departments within one week of the notification.
[ ] Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:

This elective is no longer being offered. It was only listed under Social Work in the course catalog. Course last offered 2007/08
BSU Curriculum Forms
Form 4
Course Drop Form

(Use this form to drop a course from the university curriculum file. To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
  Undergraduate: SOWK 4310
  Graduate:

Course Title: Grant Writing (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

  Non-licensure programs:
    Leadership cert (in elective list of many)

  Teacher Licensure programs:

  Liberal Education:

The above “service area” programs/departments were notified of this modification on __12.11.2020______ (date) by ___email_________________ (mail, email, or phone).

From: Lunt, Dennis A <Dennis.Lunt@bemidjistate.edu>
Sent: Friday, December 11, 2020 1:29 PM
To: Hoffman, Rebecca L <Rebecca.Hoffman@bemidjistate.edu>; Bakken, Virgil <Virgil.Bakken@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: RE: Grant Writing Course Drop

Thanks!

Dennis Lunt, PhD

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University
Hi Dennis:

We do not plan to replace the course at this time. I’m unsure if another program has picked up a similar course but it’s worth checking into environmental science (I think Carl might teach grant writing) and Pat Donnay’s Nonprofit Management Certificate program.

Have a good rest of your day, Rebecca

---

Hi Rebecca,

Thank you for letting us know. Are there plans to replace the course? And do you know if another department is offering a grant-writing course? I’m asking so we can revise accordingly.

Best,

Dennis Lunt, PhD

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #16
Bemidji, MN 56601

Office: Bangsberg 108
218-755-2737

---

Hi Dennis:

We do not plan to replace the course at this time. I’m unsure if another program has picked up a similar course but it’s worth checking into environmental science (I think Carl might teach grant writing) and Pat Donnay’s Nonprofit Management Certificate program.

Have a good rest of your day, Rebecca

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Thank you for letting us know. Are there plans to replace the course? And do you know if another department is offering a grant-writing course? I’m asking so we can revise accordingly.

Best,

Dennis Lunt, PhD

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #16
Bemidji, MN 56601

Office: Bangsberg 108
218-755-2737

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We do not plan to replace the course at this time. I’m unsure if another program has picked up a similar course but it’s worth checking into environmental science (I think Carl might teach grant writing) and Pat Donnay’s Nonprofit Management Certificate program.

Have a good rest of your day, Rebecca

---

Hi Rebecca,

Thank you for letting us know. Are there plans to replace the course? And do you know if another department is offering a grant-writing course? I’m asking so we can revise accordingly.

Best,

Dennis Lunt, PhD

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #16
Bemidji, MN 56601

Office: Bangsberg 108
218-755-2737
Hi Dennis and Virgil:

Good Friday morning to you both. This is to inform you that Social Work is dropping its Grant Writing elective. It is listed as an elective in Leadership Studies as an elective. Please let me know if you have any questions.

Warm regards,

Rebecca

Dr. Rebecca Hoffman, DSW, MSSW, LISW, BSU Class of ‘97
Assistant Professor of Social Work & Department Chair
Bemidji State University
Bensen Hall 419 | 1500 Birchmont Drive NE, Box 35 | Bemidji, MN 56601
O: (218) 755-2837 | C: (218) 368-7365 | Zoom Meeting ID: 2607283722
Rebecca.Hoffman@bemidjistate.edu
She/Her/Hers

Fall 2020 Office Hours | Schedule Through Starfish
Tuesdays and Thursdays 9 AM – 11 AM & 12:15 – 1 PM
Or By Appointment

Please check one of the items below:

__X____ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: This elective is no longer being offered.
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Social Work

List all proposed change(s):

• Update course catalog for Social Work Degree.
• Update social work licensure and supervision requirements.
• Update social work program admissions process.
• Reorganize courses to be more student friendly (now in the order they’re taken).
• Update new school social worker licensure requirements.
• Update information about graduate school and advanced standing for BSW graduates.
• Update information about social work careers.

Reason(s) for the change(s):

• To provide students with information about the social work degree and career(s) that is more clear and concise.
• To clarify licensure requirements for social workers and school social workers
• To clarify supporting foundation course requirements, pre-admission course requirements, and BSW program course requirements.
• To clarify the BSW program’s admissions process.
• To update school social work licensure information to reflect new requirements.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

The course’s home department/program was notified of the addition or dropping of their course(s) on __________(date) by __________________(mail, email, or phone).

Please check one of the items below:

N/A No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.
Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)

2020-2021 Undergraduate Catalog

Social Work

The social work profession is dedicated to improving the quality of life for individuals, families, groups, organizations, and communities. It addresses a variety of human needs and conditions in the context of complex personal and social situations, and promotes the positive use of resources. Social work settings include rural, suburban, and urban communities in public or private social service agencies, such as county social service agencies, schools, hospitals, nursing homes, residential youth programs, domestic abuse and sexual assault programs, adult day care, hospice, chemical dependency agencies, mental health organizations, family counseling programs, correctional programs, adoption and foster care agencies, and community outreach and social justice programs.

The Social Work Program emphasizes culturally responsive generalist social work practice and promotes an understanding of human interactions within the social environment. Content areas include social work values and ethics; diversity; promotion of social and economic justice; populations at risk, human behavior in the social environment, social welfare policy and services, social work practice with individuals, groups and communities; research; field placements; and a trauma-informed practice perspective and an international perspective. Graduates of the program are prepared for entry-level social work practice and for graduate study.

Accelerated Master’s Degree

As a graduate of BSU’s Social Work Program, students may qualify for advanced standing in an accredited Master of Social Work (MSW) program. Advanced standing is a graduate program designed for students who have earned a bachelor’s degree in social work from a university with a CSWE (Council of Social Work Education) accredited program, such as Bemidji State University with a GPA of 3.0 or higher (requirements vary). Advanced standing MSW programs typically take just one year to complete instead of two for students without a social work undergraduate degree.
The Social Work program offers a number of special activities and opportunities, including the following:

- B.S.W. - Child Welfare Scholars Program Project -- stipends
- Alcohol and Drug Counselor (LADC) certification courses
- Chemical Dependency-Addictions Minor
- Mexico Consortium -- Social Work in a Latin American Context
- Social Work Program Field Expeditions
- Social Work Club

As a result of the Social Work program's accreditation by the Council of Social Work Education, graduates of the program are often eligible for advanced standing status in graduate social work programs AND are eligible to apply for social work licensure in Minnesota and other states. Successful application for social work licensure in Minnesota enables graduates to apply for school social work licensure in the state as well.

Chemical Dependency-Addictions: The Social Work program offers both a minor and Licensed Alcohol and Drug Counselor certification coursework. The 18-credit Addictions minor provides students with the opportunity to expand their knowledge in addictions chemical dependency, but does not prepare students for educational eligibility for Alcohol and Drug Counselor licensure (LADC) application. The certificate in Chemical Dependency requires a four-year degree, 270 hour classroom training, and an 880 hour internship required for LADC application.

Licensure:

For graduates with a social work degree, a license is required by law if you provide social work services as defined in Minnesota Statutes section 148E.010, subdivisions 6 or 11, or use the title social worker, unless you are employed by a county or a federally recognized tribe.

- A license may still be required even if the employer does not require a license, the job does not require direct client contact, or if the job title is not social worker
- Only the Board of Social Work has the authority to determine whether a person is engaged in social work practice and must be licensed
- Check with the MN Board of Social Work for more information about when a license is required

The Minnesota Board of Social Work offers four levels of licensure. Graduates of Bemidji State University will apply for the LSW level of licensure.

Licensed Social Worker (LSW) - May engage in generalist social work practice: must be supervised by another social worker for the equivalent of two years of full-time practice. The LSW requires:

- Graduation with a Baccalaureate or Master's Degree from an accredited social work program, such as Bemidji State University;
• Social workers must pass the national, multiple-choice examination provided by the Association of Social Work Boards (ASWB).
• Licensure by the Board of Social Work;
• Tribal and county-employed social workers are exempt from this licensure requirement.

School Social Worker Licensure – To practice school social work in Minnesota, the following are required:
• Graduation with a Baccalaureate or Master's Degree from an accredited social work program, such as Bemidji State University;
• Social workers must pass the national, multiple-choice examination provided by the Association of Social Work Boards (ASWB)
• Licensure by the Board of Social Work;
• Licensure at Tier 3 by the Minnesota Professional Educator Licensing and Standards Board

Supervised Practice: Supervision means a professional relationship between a licensing supervisor and a social worker in which the licensing supervisor provides evaluation and direction of the services provided by the social worker to promote competent and ethical services to clients through the continuing development of the social workers knowledge, skills, and values.

A minimum of 4,000 hours of supervised practice is required for the LSW after the license is issued.

- **LSW:** [Minnesota Statutes, Section 148E.100](https://www.revisor.mn.gov/statutes/text/148E/s148E.100)

Social Worker Licensing Supervisor must be an LSW; LGSW; LISW; or LICSW; and have completed 30 hours of training in supervision.

Supervision is a one-time requirement for LSW and must include:

- 100 hours of supervision over 4,000 hours of practice at the rate of 4 hours of supervision for every 160 hours of practice
  - 50 hours must be provided through one-on-one supervision, and
  - a minimum of 25 hours of in-person supervision, and
  - no more than 25 hours of supervision via eye-to-eye electronic media while maintaining visual contact, excluding e-mail
  - Remaining 50 hours must be provided through:
    - one-on-one supervision, or
    - group supervision (limited to 6 supervisees)
    - supervision may be in-person, by telephone, or via eye-to-eye electronic media while maintaining visual contact, excluding email
Social Work (Minnesota Board of Social Work): An applicant must be a graduate of a Council of Social Work accredited program and pass the Association of Social Work Boards (ASWB) written licensure examination.

Minnesota Board of Social Work Licensure
2829 University Avenue SE, Suite 340
Minneapolis, MN 55414-3239
Toll free: 888-234-1320
Email: social.work@state.mn.us
Web: www.socialwork.state.mn.us https://mn.gov/boards/social-work/

School Social Work (Minnesota Board of Teaching): An applicant must have a bachelor’s degree in social work from a Council on Social Work Education accredited program, be licensed or eligible for licensure by the Minnesota Board of Social Work, and submit an application to the Board of Teaching for licensure in school social work. School social workers are required to be licensed by both the Minnesota Board of Social Work and the Board of Teaching.

Alcohol and Drug Counselor (Minnesota Health Department, Health Occupations Program): An applicant for Alcohol and Drug Counselor licensure (LADC) in Minnesota must have completed a four-year degree, 270 hours of classroom training, and an 880 hour internship in the field as well as pass written and oral licensure tests. (See Addictions Chemical Dependency Minor and Certificate sections for contact information.)

Note: The information below was previously listed as a separate section within the catalog and is now being moved to this area.

School Social Work Preparation and Licensure

The Minnesota Professional Educator Licensing and Standards Board issues licensure for school social workers. A school social worker is authorized to provide social work services to prekindergarten through grade 12 students in a school setting. Professional Educator Licensing and Standards Board school social worker licensure is not authorization to practice as a social worker in a school setting without current Board of Social Work licensure to practice as a social worker.

Minnesota recognizes the bachelor’s degree in social work from a Council on Social Work Education (CSWE)-accredited institution (the BSU Social Work program is accredited by CSWE) as preparation for school social work licensure by the Department of Education (Board of Teaching).

The requirements to practice school social work licensure in Minnesota are:

A baccalaureate degree or a master’s degree in social work from a Council on Social Work Education (CSWE)-accredited program;
Licensure from the Minnesota Board of Social Work;
Licensure from the Department of Education as a Teacher/Related Service;
Social Work students should contact the Records and Registration Office at BSU during their senior year for a Board of Teaching licensure application. This application should be completed and submitted with the graduation plans to the Records and Registration Office.

The Social Work faculty encourages students to take additional courses in education along
with SOWK 3620 School Social Work 3790 Social Work in the School System to be well prepared for school social work practice.

- Licensing information email address: mde.educator-licensing@state.mn.us
- Licensing website link: http://education.state.mn.us/MDE/EdExc/Licen/index.html

Application Process:

A school social worker is required to obtain a Tier 3 license through the MN Professional Educator Licensing and Standards Board. A Tier 3 license issued under part 8710.0313 must be issued to a school social worker if the applicant:

- holds a baccalaureate or master’s degree; and
- is currently licensed in Minnesota to practice as a social worker under the Board of Social Work.
- Note: social workers are not required to pass the MTLE content and pedagogy exams for tier 3 licensure.

Maintaining Licensure

In order to retain licensure as a school social worker, current Minnesota Board of Social Work licensure must be maintained at all times. Lapse of Board of Social Work licensure is grounds for revocation of the school social worker license.

Graduates will apply online with the Minnesota Professional Educator and Standards Board. Go to: https://mn.gov/pelsb/aspiring-educators/apply/

Application Process:
You will need to apply online. Go to http://education.state.mn.us ; select Quick links then Licensing. In the center of the page click on Online Licensing System and then select Create An Account if you do not have one. Then follow the prompts through you will click on first time and then a list of license types will come up you need to click on the type of license you are applying for. Then follow the prompts through. You will be prompted to print a document check list and a verification form and then you will attach all your supporting documents together and send it in all together in one packet. If you are renewing a license enter your User ID and password, then you can renew.

Career Directions

At Bemidji State University, we recognize that social work is a critical link to the health and well-being for individuals, families, and society. We prepare students to be licensed professionals, prepared to work in direct practice with children or adults, groups and organizations, and as advocates for policies to advance the common good. Our students and faculty are committed to social justice and helping people make positive changes in their lives and communities.

Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies. Some social workers conduct research, advocate for improved services, engage in systems design or are involved in
planning or policy development. Many social workers specialize in serving a particular population or working in a specific setting. Some social work specializations focus on particular demographics, like people who are:

- Aging
- Children and families
- Developmentally disabled
- LGBTQ2S
- Terminally ill
- Veterans and active military
- Women and girls

Other social workers specialize in essential functions, like:

- Addiction & recovery
- Administration and human services management
- Advocacy and community organization
- Case management
- Child welfare
- Community organizing
- Crisis intervention
- Health care & medical social work
- International social work
- Military social work
- Policy & planning
- Restorative justice & corrections
- School social work
- Social justice advocacy
- Substance use disorders
- Trauma and disaster relief

Chemical Dependency: in-patient, out-patient, halfway houses, prevention Community nonprofit organizations: youth, families, women, ethnic groups, elderly County and Tribal Human Services: child welfare, adults Criminal Justice: probation, juvenile centers, truancy intervention People with disabilities: Disabled: advocacy, counseling, case management Eldersly: nursing homes, adult day centers, senior centers Macro Practice: Social justice and social action programs Medical: hospitals, hospice, clinics, long term care Mental health centers: in-home, counseling, case management Schools: special education, chemical dependency, mental health counseling

Clinical Social Work:– A Master of Social Work (MSW) degree from an accredited program paves the way to becoming licensed as a clinical social worker in addition to the practice areas mentioned above. Within the mental health professions, clinical social workers are trained not only to practice counseling and therapy, but to examine and integrate entire systems to support their clients. Having the mental health training prepares social workers to maximize their potential impact on their clients, their communities and their careers.

Clinical social work is a rapidly expanding profession, with many areas of practice expected to grow by almost 20 percent in the next decade. High-growth areas include:
Clinical licensure is increasingly preferred or required for master’s-level social work roles, even those that do not include direct treatment/therapy. Our BSW program prepares students for advanced standing in a clinical social work program, paving the way for degree completion in just one year instead of two, maximizing their advancement toward clinical career opportunities.

Also: Graduate Study

**Preparation**

*Recommended High School Courses*
- Psychology
- Human Development
- Biology
- Social Science
- Sociology
- Health Careers
Proposed major revisions

Social Work, B.S. major

Required Credits: 69
Required GPA: 2.50

All individual social work courses must reflect a letter grade of a C or better.

Prospective students may apply for admission to the Social Work Program during their sophomore year or when nearing completion of their liberal education coursework. Students are encouraged to enroll in supporting foundation courses as part of their liberal education coursework. In addition, students must either have completed or enrolled in three pre-BSW program courses during the semester of application. All individual social work courses must reflect a letter grade of a C or better and an overall social work GPA of 2.5 or better.

I. SUPPORTING FOUNDATION COURSES

Complete the following courses:

Complete the following courses

- BIOL 1110 Human Biology (4 credits)
- POL 1200 Introduction to American Politics (3 credits)
- PSY 1100 Introductory Psychology (4 credits)
- PSY 2217 Abnormal Psychology (4 credits)
- SOWK 2110 Intercultural Communication (3 credits)

Select 1 of the following courses:

- CRJS 3201 Research Methods and Statistics for Criminal Justice (3 credits)
- PSY 3401 Basic Statistics for Research (4 credits)
- SOC 3001 Social Statistics (3 credits)

II. PRE-BSW ADMISSION COURSES

Complete the following courses prior to or during the semester of application applying for admission to the BSW program:

- SOWK 2120 Introduction to Social Welfare (3 credits)
- SOWK 2140 Field Experience in Social Work (3 credits)
- Diversity Requirement Select 1

Select 1 of the following diversity courses:

- COMM 3150 Gender Communication (3 credits)
- ENVR 3600 Environmental Justice and Sustainability (3 credits)
- GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
- HST 2700 The History of World Religions (3 credits)
- INST 1107 Introduction to Turtle Island (3 credits)
III. **POST-BSW ADMISSION CORE BSW PROGRAM COURSES**

Complete the following courses after being accepted into the Social Work Program:

- SOWK 2130 *Interpersonal Relations* (2 credits)
- SOWK 2160 *Human Behavior in the Social Environment I* (3 credits)
- SOWK 3160 *Human Behavior in the Social Environment II* (3 credits)
- SOWK 3201 *Family: Dynamics and Intervention* (3 credits)
- SOWK 3260 *Social Welfare Policy* (3 credits)
- SOWK 3551 *Generalist Practice I* (3 credits)
- SOWK 3552 *Generalist Practice 2* (3 credits)
- SOWK 3553 *Generalist Practice 3* (3 credits)
- SOWK 4450 *Social Work Research Seminar* (3 credits)
- SOWK 4880 *Internship Orientation* (1 credit)

Complete the following course after successful completion of all BSW program courses with a C or higher and major GPA of 2.5 or higher:

- SOWK 4970 *Internship* (12 credits)
Social Work, B.S. major

Required Credits: 69
Required GPA: 2.50

All individual social work courses must reflect a letter grade of a C or better.

Prospective students may apply for admission to the Social Work Program during their sophomore year or when nearing completion of their liberal education coursework. Students are encouraged to enroll in supporting foundation courses as part of their liberal education coursework. In addition, students must either have completed or enrolled in three pre-BSW program courses during the semester of application. All individual social work courses must reflect a letter grade of a C or better and an overall social work GPA of 2.5 or better.

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BSU Curriculum Forms
Form 8
Updated: 8.31.2020

Signatures received
Rebecca Hoffman / Assistant Professor and Department Chair / 10.23.2020
Proposer / Title / Date

Rebecca Hoffman / Social Work / 10.23.2020
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

Jim White / Individual and Community Health / 10.28.2020
Dean / College / Date