

New Program Proposal Form

**Submitted on 02/06/2018 by Scott
Zimmerman (Scottzimmerman@missouristate.edu).**

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department:

Biomedical Sciences

Proposed Program Title:

Biomolecular Sciences

Choose One:

Non-Comprehensive

Option

Certification

Undergraduate Major

Minor

Academic Rules

Comprehensive Undergraduate

Certificate

Other

Major

Graduate Program

Does this program include any new courses?

No Yes (A corresponding new course form must be submitted to create each new course.)

Select Degree Type (or Select Graduate Certificate or Undergraduate Certificate):

GRCT - Graduate Certificate

General Education Courses Required:

None

Total Hours: 0

General Education Courses Recommended:

None

Total Hours: 0

Requirements (including Admission) and Limitations for Specific Degree/Program:

Bachelors degree in Cell and Molecular Biology or related field.
Admission to the Missouri State Graduate College.

Total Hours: 0

Courses Required in Department:

BMS 622 Molecular Cell Biology
BMS 625 Molecular Biology
BMS 635 Signal Transduction
BMS 658 Recombinant DNA Techniques

Total Hours: 13

Courses Required in Other Departments:

None

Total Hours: 0

Prerequisites for Required Courses:

None

Recommended Electives in Department:

None

Total Hours: 0

Recommended Electives in Other Departments:

None

Total Hours: 0

Limitations on Electives:

None

Please attach the following documents: (only one file may be attached for each requirement; accepts file types of PDF, DOC or DOCX)

1. Statement of Rationale: *Attached*
2. Estimated costs for first five years: *Attached*
3. Complete catalog description (including new courses and course changes pending approval): *Attached*
4. If proposal is for a new degree program, you must submit an application to the Missouri Department of Higher Education (MDHE).
 - A. Use the templates below to create your application.
[New Undergraduate Major \(or certificate with more than 18 hours\)](#) | [New Graduate Program \(or certificate with more than 18 hours\)](#)
 - B. Upload and attach the completed MDHE application. *Not Attached*

*If you require assistance to complete the application, contact Julie Masterson, Graduate College, 836-5335.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

01/19/2018

Current Status:

Grad Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

03/01/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Graduate Certificate in Biomolecular Sciences

The Graduate Certificate in Biomolecular Sciences provides a 13-credit hour graduate-level experience for those interested in a deeper understanding of the techniques and applications used in the field of Cell and Molecular Biology. The program provides for the acquisition of knowledge and skills necessary for supporting burgeoning scientists in this field. Completion of this certificate can occur as part of the Master's in Cell and Molecular Biology graduate program.

Admission requirements

1. Undergraduate GPA of 3.0 or higher
2. GRE score of 290 or higher.
3. Admission to the Graduate College at Missouri State University.
4. Admission to the Graduate Certificate in Biomolecular Sciences program

Courses for the Graduate Certificate in Biomolecular Sciences:

BMS 622 Molecular Cell Biology, 4 credit hours

BMS 625 Molecular Biology, 4 credit hours

BMS 635 Signal Transduction, 2 credit hours

BMS 658 Recombinant DNA Techniques, 3 credit hours

Retention Requirements

After admission into the Graduate Certificate in Biomolecular Sciences program, the students must maintain a GPA of 3.0 or higher, with no more than one course with a grade of "C", and no course with a grade of "D or lower.

Estimated five year costs for Graduate Certificate in Biomolecular Sciences

There are no expected costs with this program. Each course is currently taught within faculty loads and there is room to accommodate the expected number of students in those courses.

Rationale for proposed Graduate Certificate in Biomolecular Sciences

The field of molecular biology is changing rapidly. Jobs and educational opportunities often rely not only on a specific knowledge but on a specific set of skills. This certificate is a collection of the core courses from the Master's in Cell and Molecular Biology program. Faculty teach these courses to provide current knowledge in the field as well as the base skills necessary to explore questions in the discipline. This program will provide a credential for students as they complete the MS degree and for those interested in obtaining evidence of advanced preparation for employment or further education.



Change Program Proposal Form

Submitted on 04/16/2018 by Melinda Novik (MelindaNovik@MissouriState.edu).

Department:

Kinesiology

Type of Program

Choose One:

- Non-Comprehensive Undergraduate Major
- Comprehensive Undergraduate Major
- Graduate Program
- Option
- Minor
- Certificate
- Certification
- Academic Rules
- Other

Does this program include any new courses?

- No
- Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Health Promotion and Wellness Management-MS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

See attached.

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [Strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission]

OR provide as an attachment below)

↶ ↷ | **B** *I* ~~S~~

See attached.

Attached

What is changing? Check all boxes that apply:

- Title change
 From option to program (major)
 Other
- Course changes of under 18 hours
 From program (major) to option
- Course changes of 18 hours or more

Program description.

Reason for Proposed Change:

The program description is being edited to better reflect the nature of the program and the profession. The core courses are being edited to replace HLH 752 with KIN 705 to require statistics as a core course, which is necessary for a master's of science degree.

The elective courses list is being cleaned up to better reflect the courses that students take and to include recently approved courses (KIN 668, REC 615, REC 623, REC 651).

Finally, requiring students working on the thesis to maintain registration in KIN 799 credits if they do not complete the thesis in a timeline manner will allow for additional motivation for students to complete and graduate as well as allowing students to maintain access to resources needed to complete a thesis.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

04/09/2018

Current Status:

Grad Council Review

Proposal Progress:

05/02/2018 - Submitted by Department Head (Sarah McCallister)

05/05/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Contact Information

Master of Science, Health Promotion and Wellness Management

Melinda Novik, Program Coordinator

Phone 836-3168;

MelindaNovik@missouristate.edu

Program description

The Master of Science in Health Promotion and Wellness Management is a 36 hour interdisciplinary program. It is designed to provide preparation for students from diverse backgrounds in health, human services, and business. The curriculum integrates health program managerial skills with behavioral psychology, health education and promotion, public health, contemporary health issues, and organizational theory. The result is a competency-based, multi-disciplinary academic preparation for professionals dedicated to assuming leadership and managerial positions within the health and wellness industry. Graduates have gone on to work in a number of different settings including universities, for-profit and non-profit organizations, health departments, community centers, fitness centers, hospitals and clinics and many more.

Curricular activities are complemented by research opportunities with our graduate faculty and in the community. Diverse practical opportunities are provided throughout the coursework, during the culminating research experiences and during the internship.

The Public Affairs mission (and the three pillars of Ethical Leadership, Cultural Competence, and Community Engagement) is exemplified throughout the program coursework but put into practice for each student during the 6-credit/420 contact hour internship experience.

~~The Master of Science in Health Promotion and Wellness Management is a 36-37 hour interdisciplinary program. It is designed to provide preparation for students from diverse backgrounds in health, human services, and business.~~

~~The curriculum integrates managerial skills with scientific and clinical knowledge of preventive medicine, behavioral psychology, health care economics, public health, contemporary health issues, and organizational theory. The result is a competency-based, multi-disciplinary academic preparation for professionals dedicated to assuming leadership and managerial positions within the health and wellness industry. Students are prepared for careers as managers and program development specialists/educators of health and wellness programs in hospital or corporate-based wellness settings, health maintenance organizations, governmental agencies, educational institutions, private fitness clubs, sports medicine facilities, and volunteer agencies.~~

~~Curricular activities are complemented by research opportunities in the well-equipped exercise science laboratory. Diverse practical experience opportunities are provided in conjunction with the campus wellness initiative directed by the Health Education Coordinator in Taylor Health Center and with the expanding clinical and community facilities in the Springfield metropolitan area.~~

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 2.80 on a 4.00 scale in undergraduate work.
3. Submission of Graduate Record Examination (GRE) scores from the General Examination.
4. Prerequisite courses: 12 hours. Students entering the program should have an undergraduate course in statistics, exercise physiology, introductory psychology, and business management. A student who does not meet these criteria, but who demonstrates outstanding potential, may be considered on the basis of individual merit and accepted on a probationary status.

Accelerated Master's Degree option

Students enrolled in programs housed in the Kinesiology Department may be accepted into the Master of Science in Health Promotion and Wellness Management program after admission requirements for the accelerated master's option are met. Once accepted, up to 12 credit hours of approved 600 and 700-level coursework may be counted toward both the Bachelor of Science/Bachelor of Science in Education and the Master of Science degree programs. Students in other academic programs may be considered given they have completed the prerequisite courses and have met the GPA criteria.

Before enrolling in each course to be counted as both undergraduate and graduate credit, an undergraduate student must be accepted into the accelerated program and complete a Mixed Credit Form. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule Period for the course(s). See the Graduate College for further information.

Admission Requirements for the Accelerated Master's Option

1. Senior standing and an overall GPA of 3.2 or better.
2. Completion of an undergraduate course in statistics or measurement and evaluation, exercise physiology, biomechanics, introductory psychology, and business management. A student who

does not meet these criteria, but who demonstrates outstanding potential, may be considered on the basis of individual merit.

Degree requirements (minimum of 36 hours)

1. Required Core - 15 hours

Course Code	Course Title	Credit Hours
HLH 700	Research Methods in Kinesiology	3 hrs
HLH 710	Introduction to Health Promotion and Wellness Management	3 hrs
HLH 750	Programming Approaches in Wellness/Health Promotion	3 hrs
HLH 752	Health Risk Identification and Management	3 hrs
HLH 760	Health Promotion Planning	3 hrs
KIN 705	Applied Statistics in Kinesiology	3 hrs

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2. Choose from the following electives (9-10 hours)

Course Code	Course Title	Credit Hours
HLH 752	Health Risk Identification and Management	3 hrs

<u>KIN 650</u>	Organization and Administration for Kinesiology Professionals	3 hrs
<u>KIN 667</u>	Physical and Leisure Activities for the Aging Adult	3 hrs
<u>KIN 668</u>	<u>Adapted Physical Education</u>	<u>3 hrs</u>
<u>KIN 669</u>	Health Appraisal and Exercise Testing Techniques	4 hrs
<u>KIN 682</u>	Motivational Interviewing for Health Professionals	3 hrs
<u>KIN 705</u>	<u>Applied Statistics in Kinesiology</u>	<u>3 hrs</u>
<u>KIN 737</u>	<u>Curriculum Designs in Physical Education</u>	<u>3 hrs</u>
<u>KIN 755</u>	Fitness as Preventive Medicine	3 hrs
<u>KIN 759</u>	Contemporary Health Problems	3 hrs
<u>KIN 760</u>	Applied Biomechanics of Human Movement	3 hrs
<u>KIN 762</u>	Applied Exercise Physiology	3 hrs
<u>KIN 797</u>	Graduate Seminar	1-3 hrs
<u>REC 615</u>	<u>Risk Management for Recreation, Sport and Park Agencies</u>	<u>3 hrs</u>

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<u>REC 623</u>	<u>Organization and Administration of Leisure Services</u>	<u>3 hrs</u>
<u>REC 651</u>	<u>Outdoor Leadership</u>	<u>3 hrs</u>
<u>KIN 781</u>	<u>Contemporary Issues in Physical Education</u>	<u>3 hrs</u>
<u>MGT 600</u>	Administrative, Organizational, and Operations Concepts for Managers	3 hrs
<u>MGT 764</u>	<u>Organizational Behavior</u>	<u>3 hrs</u>
<u>PLS 651</u>	<u>Administrative Law</u>	<u>3 hrs</u>
<u>ECO 604/ HCM 604</u>	Health Care Economics OR	<u>3 hrs</u>
<u>COM 736</u>	Concepts and Analysis of Communication in Organizations OR	<u>-3 hrs</u>
<u>MGT 764</u>	<u>Organizational Behavior</u> OR	
<u>PSY 718</u>	Organizational Psychology	3 hrs

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3. Internship

HLH 791 Wellness Internship

1-6 hrs

Supervised work in an approved health education/promotion/~~health~~ care setting. As a culminating experience, the internship is crucial to the pProgram. Students must complete a minimum of ~~400-600~~420 ~~clinical~~contact hours and 6 credits.

The internship experience (~~HLH 791~~) is an integral part of this major and should be planned (in consultation with the advisor) in advance of the semester in which the student desires to register for the experience.

~~Application deadlines for HLH 791 are as follows: Fall – March 1; Spring – September 1; Summer – January 1. Applications are available from, and are to be returned to, the graduate coordinator.~~

**If the student does not complete the thesis within 6 registered credits, the student will be required to maintain active enrollment in 1 credit/semester of KIN 799 until the thesis is completed or until the student has surpassed the eight-year period in which students are allowed to complete the degree.*

5. Comprehensive Examination. A written comprehensive examination must be passed by the candidate before a degree will be granted.

Master of Science, Health Promotion and Wellness Management

Melinda Novik, Program Coordinator

Phone 836-3168;

MelindaNovik@missouristate.edu

Program description

The Master of Science in Health Promotion and Wellness Management is a 36-37 hour interdisciplinary program. It is designed to provide preparation for students from diverse backgrounds in health, human services, and business.

The curriculum integrates managerial skills with scientific and clinical knowledge of preventive medicine, behavioral psychology, health care economics, public health, contemporary health issues, and organizational theory. The result is a competency-based, multi-disciplinary academic preparation for professionals dedicated to assuming leadership and managerial positions within the health and wellness industry. Students are prepared for careers as managers and program development specialists/educators of health and wellness programs in hospital or corporate-based wellness settings, health maintenance organizations, governmental agencies, educational institutions, private fitness clubs, sports medicine facilities, and volunteer agencies.

Curricular activities are complemented by research opportunities in the well-equipped exercise science laboratory. Diverse practical experience opportunities are provided in conjunction with the campus wellness initiative directed by the Health Education Coordinator in Taylor Health Center and with the expanding clinical and community facilities in the Springfield metropolitan area.

The Public Affairs mission (and the three pillars of Ethical Leadership, Cultural Competence, and Community Engagement) are exemplified throughout the program coursework but put into practice for each student during the 6-credit/420 contact hour internship experience.

Entrance requirements

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 2.80 on a 4.00 scale in undergraduate work. If undergraduate GPA is below a 3.20, student must score a combined 290 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
3. A two page maximum statement of professional experience, goals and research interests.
4. Prerequisite courses: 12 hours. Students entering the program should have an undergraduate course in statistics, exercise physiology, introductory psychology, and business management. A student who does not meet these criteria, but who demonstrates outstanding potential, may be considered on the basis of individual merit and accepted on a probationary status.

Accelerated Master's Degree option

Students enrolled in programs housed in the Kinesiology Department may be accepted into the Master of Science in Health Promotion and Wellness Management program after admission requirements for the accelerated master's option are met. Once accepted, up to 12 credit hours of approved 600 and 700-level coursework may be counted toward both the Bachelor of Science/Bachelor of Science in Education and the Master of Science degree programs.

The accelerated option allows majors in the Department of Kinesiology who are interested in health promotion and wellness management to complete the requirements for the Master of Science degree in three semesters and a summer rather than the typical four semesters and a summer. For more information and guidelines, contact the Health Promotion and Wellness Management program director in the Kinesiology Department.

Before enrolling in each course to be counted as both undergraduate and graduate credit, an undergraduate student must be accepted into the accelerated program and complete a Mixed Credit Form. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule Period for the course(s). See the Graduate College for further information.

Admission Requirements for the Accelerated Master's Option

1. Senior standing and an overall GPA of 3.2 or better.
2. Completion of an undergraduate course in statistics or measurement and evaluation, exercise physiology, biomechanics, introductory psychology, and business management. A student who does not meet these criteria, but who demonstrates outstanding potential, may be considered on the basis of individual merit.

Degree requirements (minimum of 36 hours)

1. Required Core - 15 hours

Course Code	Course Title	Credit Hours
<u>HLH 700</u>	Research Methods in Kinesiology	3 hrs
<u>HLH 710</u>	Introduction to Health Promotion and Wellness Management	3 hrs

<u>HLH 750</u>	Programming Approaches in Wellness/Health Promotion	3 hrs
<u>HLH 752</u>	Health Risk Identification and Management	3 hrs
<u>HLH 760</u>	Health Promotion Planning	3 hrs

2. Choose from the following electives (9-10 hours)

Course Code	Course Title	Credit Hours
<u>KIN 650</u>	Organization and Administration for Kinesiology Professionals	3 hrs
<u>KIN 667</u>	Physical and Leisure Activities for the Aging Adult	3 hrs
<u>KIN 669</u>	Health Appraisal and Exercise Testing Techniques	4 hrs
<u>KIN 682</u>	Motivational Interviewing for Health Professionals	3 hrs
<u>KIN 705</u>	Applied Statistics in Kinesiology	3 hrs
<u>KIN 737</u>	Curriculum Designs in Physical Education	3 hrs
<u>KIN 755</u>	Fitness as Preventive Medicine	3 hrs
<u>KIN 759</u>	Contemporary Health Problems	3 hrs

<u>KIN 760</u>	Applied Biomechanics of Human Movement	3 hrs
<u>KIN 762</u>	Applied Exercise Physiology	3 hrs
<u>KIN 797</u>	Graduate Seminar	1-3 hrs
<u>KIN 781</u>	Contemporary Issues in Physical Education	3 hrs
<u>MGT 600</u>	Administrative, Organizational, and Operations Concepts for Managers	3 hrs
<u>PLS 651</u>	Administrative Law	3 hrs
<u>ECO 604/</u> <u>HCM 604</u>	Health Care Economics OR	
<u>COM 736</u>	Concepts and Analysis of Communication in Organizations OR	
<u>MGT 764</u>	Organizational Behavior OR	
<u>PSY 718</u>	Organizational Psychology	3 hrs

3. Internship

HLH 791 Wellness Internship

1-6 hrs

Supervised work in an approved health promotion/ health care setting. As a culminating

experience, the internship is crucial to the Program. Students must complete a minimum of 400-600 clinical hours.

The intern experience (HLH 791) is an integral part of this major and should be planned (in consultation with the advisor) in advance of the semester in which the student desires to register for the experience.

Application deadlines for HLH 791 are as follows: Fall - March 1; Spring - September 1; Summer - January 1. Applications are available from, and are to be returned to, the graduate coordinator.

4. Research

<u>KIN 799</u> Thesis OR semesters)	6 hrs (hours may be divided over 2
<u>KIN 795</u> Research Project	3 hrs
PLUS Completion of 700-level 3 hr course selected with Advisor	3 hrs

5. Comprehensive Examination. A written comprehensive examination must be passed by the candidate before a degree will be granted.

Change Course Proposal Form

Submitted on 07/27/2018 by Louise Bigley (LouiseBigley@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

NRS443 Nursing: Community Health II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

NRS 443 Nursing: Community Health II

Prerequisite: NRS 442; admission to the Nursing Completion Program for Registered Nurses, and permission. Theory and clinical experience in nursing practice to aggregates and communities. Focus on nursing knowledge and skills in community health and research to promote health and prevent disease. Includes clinical experiences of not less than 48 hours. 3(2-3) F,S,Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

NRS 443 ~~Nursing: Community Health II~~ **Community Health Nursing II**

Prerequisite: NRS 442; admission to the Nursing Completion Program for Registered Nurses, and permission. Theory and clinical experience in nursing practice to aggregates and communities. Focus on nursing knowledge and skills in community health and research to promote health and prevent disease. Includes clinical experiences of not less than 48 hours. 3(2-3) F,S,Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number (Check Availability)
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

We would like the second course in the series to reflect the same title.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty
- Student Input
- Accreditation/certification compliance
- Review of catalog information
- Other (be specific):



Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty?
(MM/DD/YYYY)

05/11/2018

Current Status:

College Council Review

Proposal Progress:

07/30/2018 - Submitted by Department Head (Stephen Stapleton)

Review Comments:

No comments have been added to this proposal.

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Change Program Proposal Form

Submitted on 08/20/2018 by Louise Bigley (LouiseBigley@MissouriState.edu).

Department:

Nursing, School of

Type of Program

Choose One:

Non-Comprehensive

Option

Certification

Undergraduate Major

Minor

Academic Rules

Comprehensive Undergraduate

Certificate

Other

Major

Graduate Program

Does this program include any new courses?

No Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Nursing-4-year Generic Program-BSN

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Attachment provided

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

Attachment provided

Attached

What is changing? Check all boxes that apply:

- Title change
 From option to program (major)
 Other
- Course changes of under 18 hours
 From program (major) to option
- Course changes of 18 hours or more

Flow of application and admission process.
Addition of acceptable electives
General edits/corrections

Reason for Proposed Change:

Change of application and admission process
Addition of acceptable electives
General edits/corrections

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

08/17/2018

Current Status:

College Council Review

Proposal Progress:

08/20/2018 - Submitted by Department Head (Stephen Stapleton)

Review Comments:

No comments have been added to this proposal.

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Nursing (generic, 4-year program) (Comprehensive)

Bachelor of Science in Nursing

The School of Nursing offers a generic, 4-year nursing program that leads to a Bachelor of Science in Nursing degree (BSN). Admission to this program is by application and selection as stated in the admission policies.

1. **Students should refer to the *BSN Pre-nursing Handbook* for additional information of application and admission policies.**
2. Student should refer to the *BSN Student Handbook* for additional information on the policies and procedures in the School of Nursing.

Admission to the Bachelor of Science in Nursing program

- A. Admission to the Bachelor of Science in Nursing program (BSN) is competitive and selective, and not all who apply can be accommodated.
 1. Students will be admitted to the nursing program once a year for full-time study.
 2. Applications for admission to the program are due January 31, on or before 5:00 PM CST and will be reviewed beginning February 1 in the year prior to summer admission, and continue until the class is full.
- B. Students are encouraged to meet with an advisor in the School of Nursing prior to or upon entering the University to ensure the proper selection and sequencing of prerequisites for the BSN program.
- C. The decision to admit a student to the BSN program will be based on a holistic picture of the completed course work and values that are consistent with the conduct of the profession and the ANA Code of Ethics for Nurses (ANA, 2015).

~~Admission Policies~~ **Application Policy**

1. Admission to Missouri State University.
2. Completion of application to the Generic BSN program to the School of Nursing, including a current resume.
3. Submission of official transcripts of all college course work.
4. Completion of a minimum of 43 credit hours.
5. Completion of the General Education Foundations courses, except Writing II (including those listed in section A. of program requirements) at the time of application to the program, and have no more than one General Education requirement (other than those listed in section A. of program requirements) remaining at the time the nursing program begins. Also, NUR 472(3) and statistics may be taken during the nursing program as a prerequisite or co-requisite with NUR 442(6), but must be taken prior to the spring semester of the senior year in the program.
6. Completion of the prerequisites [BMS 307\(4\)](#) or [KIN 250\(3\)](#); [BMS 308\(4\)](#) or [KIN 252\(3\)](#) with a grade of "B-" or higher.
7. Completion of the specific General Education requirements listed in section A. of program requirements with a grade of "C" or higher.

8. MTH 135(3) or a higher numbered mathematics course listed in the General Education Quantitative Literacy requirement, chemistry, and anatomy will be given additional points in the selection process if completed by the January 31 application date.
9. A minimum cumulative GPA of 2.75 in all attempted college course work. Complete nursing prerequisites with a grade of "C" or higher.
10. Meet technical standards of the program in order to successfully undertake the course of study these standards are **included in the pre-nursing student handbook, discussed in the application process and** available upon request from the program.
- ~~11. Submit evidence of current immunizations (MMR, Tetanus, Varicella, complete Hepatitis B series, and a PPD or evidence of appropriate medical follow-up for PPD positive individuals).~~
- ~~12. Current American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers certification. AHA course information and requirements may be accessed at <http://www.onlineAHA.org>.~~
- ~~13. All students must carry health insurance throughout the entire program. A comprehensive student group health and accident insurance policy is available through Missouri State University.~~
11. Applicants who have previously attended a nursing school or another school of a health-related profession must have a letter submitted from the Dean or Head of that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or were not in good standing at the time of dismissal will not be considered for admission.
12. Applicants must demonstrate academic potential to successfully complete the program.
13. Applicants must demonstrate acceptable levels of maturity, integrity, and behavior and attitudes normally expected of professional nurses.
14. Admission is based on completion of all admission requirements; on cumulative GPA of all attempted college course work, with some additional preference given to current Missouri State University students and to individuals with previous healthcare experience, leadership experience, and/or community service. Additional consideration will be awarded for the grade received on the first attempt of chemistry, anatomy, and the university mathematics requirement.

Admission Policy

- 1. Once a student has been selected for admission to the BSN Program, they will receive an acceptance letter. The letter will state a required return date and the additional documentation required for full admission. All documentation must be submitted by the required date or the student will forfeit the admission and the School of Nursing will consult the waiting list to extend the next offer of admission.**

The additional items include:

- 1. Submit evidence of current immunizations (MMR, Tetanus, Varicella, complete Hepatitis B series, and a PPD or evidence of appropriate medical follow-up for PPD positive individuals).**

2. **Current American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers certification. AHA course information and requirements may be accessed at <http://www.onlineAHA.org>.**
3. **All students must carry health insurance throughout the entire program. A comprehensive student group health and accident insurance policy is available through Missouri State University.**

Program requirements

A. General Education Program and Requirements

Specific General Education Requirements that must be passed with a grade of "C" or higher are: CHM 116(4); PSY 121(3); SOC 150(3), MTH 135(3) or a higher numbered mathematics course listed in the General Education Quantitative Literacy requirement. Note: CHM 160 is preferred over CHM 116. However, CHM 160 will not count toward the General Education science requirement.

B. Major Requirements. A grade of "C" or higher is required in all courses

1. The following prerequisites must be completed with a grade of "B-" or higher before beginning the first nursing course: BMS 307(4) or KIN 250(3); BMS 308(4) or KIN 252(3)
2. The following prerequisites must be completed with a grade of "C" or higher before beginning the first nursing course: BIO 210(3); BMS 240(3)
3. Upper Division Nursing: NUR 302(4), 303(3), 304(5), 311(2), 312(6), 322(4), 323(5), 331(3), 342(4), 360(3), 416(2), 442(6), 472(3), 478(2), 482(6), 565(3)
4. Select or more courses from the following to equal three(3) credit hours: HCM 301(3), HCM 303(3), HCM 504(3), NUR 420(3), NUR 490(3), NUR 499(1-6), NUR 501(3), NUR 502(3), NUR 503(3), NUR 515(3), NUR 530(3), MGT 341(3), SPN 310 (3), REL 348 (3), REL 210 (3), REL 338 (3), REL 347 (3), REL 358 (3), REL 397 (3), SWK 219 (3), IPE 377 (3), IPE 376 (3), IPE 378 (3), CFD 353 (3), CFD 354 (3), GER 363 (3), GER 370 (3), SOC 341 (3).
5. Select one course in statistics from the following: SOC 302(3), PSY 200(3), MTH 340(3), QBA 237(3), AGR 330(3), PSY 527(3)
6. Public Affairs Capstone Experience will be fulfilled by completion of NUR 442(6).

C. General Baccalaureate Degree Requirements

Additional requirements of the program

Students are:

1. Expected to purchase uniforms and initial equipment before beginning nursing courses. A list of the items and their prices can be obtained from the School of Nursing.
2. Expected to provide their own transportation to clinical sites.
3. Required to pay course fees for each semester they are enrolled in clinical nursing courses. These fees are used to pay for student liability insurance, student evaluation throughout the program, NCLEX-RN preparation, and laboratory and clinical supplies and equipment.

4. Required to initiate and pay for any security checks, ~~and~~ drug screenings, **and fees** required for clinical agencies, for application to take the NCLEX-RN, and when applying for licensure with a State Board of Nursing.
5. Apply for criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMo or other disqualification that would prohibit licensure as a registered nurse.

Retention, Progression, and Graduation Policies

- A. After admission into the Nursing major, the students must achieve the following for retention in the major.
 1. Achieve a grade of "C" or higher in all required courses.
 2. Receive a "pass" in all clinical evaluations.
 3. Maintain a University cumulative GPA of 2.50 or higher.
 4. Maintain a cumulative GPA of 2.50 or higher in all nursing and supportive courses.
 5. Courses in the nursing major may not be taken more than twice.
 6. Credit for upper division nursing courses taken more than eight (8) years before the student's date of graduation may be disallowed by the School of Nursing.
 7. Demonstrate acceptable levels of maturity, integrity, and behaviors and attitudes normally expected of professional nurses.
 8. Maintain current CPR certification, immunizations, annual PPD or appropriate medical follow-up for PPD positive individuals, and health insurance requirements.
 9. Maintain ability to meet technical standards of the program.
 10. Once admitted to the nursing major, students must maintain continuous enrollment in nursing courses and progression through the program.
- B. Students who fail to meet the retention criteria may be (a) placed on academic or clinical probation in the nursing major, or (b) dismissed from the nursing program.
 1. Students on academic probation must achieve a grade of "B-" or higher in the next 9 hours of course work in nursing or supporting courses attempted.
 2. Students on clinical probation must receive a "Pass" in all remaining nursing clinical courses.
 3. Students who fail to meet the probationary criteria or are dismissed from the program are not eligible for readmission to the nursing major.
- C. Graduation from the Generic BSN program does not guarantee a student's eligibility to become licensed as a professional nurse. Eligibility requirements include passing the NCLEX-RN exam and meeting RN licensure requirements for the state in which licensure is sought by the individual.
- D. The Missouri State Board of Nursing reserves the right to deny, revoke, or suspend a license. Please refer to: <http://www.moga.mo.gov/statutes/c300-399/3350000066.htm>

Readmission Policy

Students who have interrupted their progression in the nursing courses for one semester or more must apply for readmission to the School of Nursing Admission, Progression and Graduation Committee.

1. Applications for readmission will only be considered if the student was in good academic standing in both didactic and clinical courses at the time of withdrawal from the program, and if their studies have been interrupted three (3) semesters or less (excluding summer session).
2. Applications for readmission for students who were in good academic standing at the time of withdrawal and meet the time limit will be reviewed on an individual basis and be based on: space availability in the cohort, prior success in the program, and potential for successful graduation from the program.
3. Students seeking readmission should refer to the current version of the [BSN Student Handbook](#) for further information on the Reinstatement Policy for the generic BSN program.

Transfer Policy

Transfer students with prior nursing courses will be reviewed on an individual basis by evaluating course content and objectives.

Nursing (generic, 4-year program)

Major(s)

Nursing (generic, 4-year program) (Comprehensive)

Bachelor of Science in Nursing

The School of Nursing offers a generic, 4-year nursing program that leads to a Bachelor of Science in Nursing degree (BSN). Admission to this program is by application and selection as stated in the admission policies. Student should refer to the *BSN Student Handbook* for additional information on the policies and procedures in the School of Nursing.

Admission to the Bachelor of Science in Nursing program

Admission to the Bachelor of Science in Nursing program (BSN) is competitive and selective, and not all who apply can be accommodated. Students will be admitted to the nursing program once a year for full-time study. Applications for admission to the program are due January 31, on or before 5:00 PM CST and will be reviewed beginning February 1 in the year prior to summer admission, and continue until the class is full.

Students are encouraged to meet with an advisor in the School of Nursing prior to or upon entering the University to ensure the proper selection and sequencing of prerequisites for the BSN program. The decision to admit a student to the BSN program will be based on a holistic picture of the completed course work and values that are consistent with the conduct of the profession and the ANA Code of Ethics for Nurses (ANA, 2015).

Admission Policies

1. Admission to Missouri State University.
2. Completion of application to the Generic BSN program to the School of Nursing, including a current resume.
3. Submission of official transcripts of all college course work.
4. Completion of a minimum of 43 credit hours.
5. Completion of the General Education Foundations courses, except Writing II (including those listed in section A. of program requirements) at the time of application to the program, and have no more than one General Education requirement (other than those listed in section A. of program requirements) remaining at the time the nursing program begins. Also, NUR 472(3)

and statistics may be taken during the nursing program as a prerequisite or co-requisite with NUR 442(6), but must be taken prior to the spring semester of the senior year in the program.

6. Completion of the prerequisites BMS 307(4) or KIN 250(3); BMS 308(4) or KIN 252(3) with a grade of "B-" or higher.
7. Completion of the specific General Education requirements listed in section A. of program requirements with a grade of "C" or higher.
8. MTH 135(3) or a higher numbered mathematics course listed in the General Education Quantitative Literacy requirement, chemistry, and anatomy will be given additional points in the selection process if completed by the January 31 application date.
9. A minimum cumulative GPA of 2.75 in all attempted college course work. Complete nursing prerequisites with a grade of "C" or higher.
10. Meet technical standards of the program in order to successfully undertake the course of study. These standards are available upon request from the program.
11. Submit evidence of current immunizations (MMR, Tetanus, Varicella, complete Hepatitis B series, and a PPD or evidence of appropriate medical follow-up for PPD positive individuals).
12. Current American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers certification. AHA course information and requirements may be accessed at <http://www.onlineAHA.org>.
13. All students must carry health insurance throughout the entire program. A comprehensive student group health and accident insurance policy is available through Missouri State University.
14. Applicants who have previously attended a nursing school or another school of a health-related profession must have a letter submitted from the Dean or Head of that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or were not in good standing at the time of dismissal will not be considered for admission.
15. Applicants must demonstrate academic potential to successfully complete the program.
16. Applicants must demonstrate acceptable levels of maturity, integrity, and behavior and attitudes normally expected of professional nurses.
17. Admission is based on completion of all admission requirements; on cumulative GPA of all attempted college course work, with some additional preference given to current Missouri State University students and to individuals with previous healthcare experience, leadership experience, and/or community service. Additional consideration will be awarded for the grade received on the first attempt of chemistry, anatomy, and the university mathematics requirement.

Program requirements

A. General Education Program and Requirements

Specific General Education Requirements that must be passed with a grade of "C" or higher are: CHM 116(4); PSY 121(3); SOC 150(3), MTH 135(3) or a higher numbered mathematics course listed in the General Education Quantitative Literacy requirement. Note: CHM 160 is preferred over CHM 116. However, CHM 160 will not count toward the General Education science requirement.

B. Major Requirements. A grade of "C" or higher is required in all courses

1. The following prerequisites must be completed with a grade of "B-" or higher before beginning the first nursing course: BMS 307(4) or KIN 250(3); BMS 308(4) or KIN 252(3)
2. The following prerequisites must be completed with a grade of "C" or higher before beginning the first nursing course: BIO 210(3); BMS 240(3)
3. Upper Division Nursing: NUR 302(4), 303(3), 304(5), 311(2), 312(6), 322(4), 323(5), 331(3), 342(4), 360(3), 416(2), 442(6), 472(3), 478(2), 482(6), 565(3)
4. Select one or more courses from the following to equal three(3) credit hours: HCM 301(3), HCM 303(3), HCM 504(3), NUR 420(3), NUR 490(3), NUR 499(1-6), NUR 501(3), NUR 502(3), NUR 503(3), NUR 515(3), NUR 530(3)
5. Select one course in statistics from the following: SOC 302(3), PSY 200(3), MTH 340(3), QBA 237(3), AGR 330(3), PSY 527(3)
6. Public Affairs Capstone Experience will be fulfilled by completion of NUR 442(6).

C. General Baccalaureate Degree Requirements

Additional requirements of the program

Students are:

1. Expected to purchase uniforms and initial equipment before beginning nursing courses. A list of the items and their prices can be obtained from the School of Nursing.
2. Expected to provide their own transportation to clinical sites.
3. Required to pay course fees for each semester they are enrolled in clinical nursing courses. These fees are used to pay for student liability insurance, student evaluation throughout the program, NCLEX-RN preparation, and laboratory and clinical supplies and equipment.
4. Required to initiate and pay for any security checks and drug screenings required for clinical agencies, for application to take the NCLEX-RN, and when applying for licensure with a State Board of Nursing.
5. Apply for criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMo or other disqualification that would prohibit licensure as a registered nurse.

Retention, Progression, and Graduation Policies

- A. After admission into the Nursing major, the students must achieve the following for retention in the major.
1. Achieve a grade of "C" or higher in all required courses.
 2. Receive a "pass" in all clinical evaluations.
 3. Maintain a University cumulative GPA of 2.50 or higher.
 4. Maintain a cumulative GPA of 2.50 or higher in all nursing and supportive courses.
 5. Courses in the nursing major may not be taken more than twice.
 6. Credit for upper division nursing courses taken more than eight (8) years before the student's date of graduation may be disallowed by the School of Nursing.
 7. Demonstrate acceptable levels of maturity, integrity, and behaviors and attitudes normally expected of professional nurses.
 8. Maintain current CPR certification, immunizations, annual PPD or appropriate medical follow-up for PPD positive individuals, and health insurance requirements.
 9. Maintain ability to meet technical standards of the program.
 10. Once admitted to the nursing major, students must maintain continuous enrollment in nursing courses and progression through the program.
- B. Students who fail to meet the retention criteria may be (a) placed on academic or clinical probation in the nursing major, or (b) dismissed from the nursing program. Students on academic probation must achieve a grade of "B-" or higher in the next 9 hours of course work in nursing or supporting courses attempted. Students on clinical probation must receive a "Pass" in all remaining nursing clinical courses. Students who fail to meet the probationary criteria or are dismissed from the program are not eligible for readmission to the nursing major.
- C. Graduation from the Generic BSN program does not guarantee a student's eligibility to become licensed as a professional nurse. Eligibility requirements include passing the NCLEX-RN exam and meeting RN licensure requirements for the state in which licensure is sought by the individual. The Missouri State Board of Nursing reserves the right to deny, revoke, or suspend a license. Please refer to: <http://www.moga.mo.gov/statutes/c300-399/3350000066.htm>

Readmission Policy

Students who have interrupted their progression in the nursing courses for one semester or more must apply for readmission to the School of Nursing Admission, Progression and Graduation Committee. Applications for readmission will only be considered if the student was in good academic standing in both didactic and clinical courses at the time of withdrawal from the

program, and if their studies have been interrupted three (3) semesters or less (excluding summer session). Applications for readmission for students who were in good academic standing at the time of withdrawal and meet the time limit will be reviewed on an individual basis and be based on: space availability in the cohort, prior success in the program, and potential for successful graduation from the program. Students seeking readmission should refer to the current version of the [BSN Student Handbook](#) for further information on the Reinstatement Policy for the generic BSN program.

Transfer Policy

Transfer students with prior nursing courses will be reviewed on an individual basis by evaluating course content and objectives.

Change Course Proposal Form

Submitted on 04/12/2018 by Sapna Chakraborty (SapnaChakraborty@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

OTE615 Clinical Reasoning and Documentation

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

OTE 615 Clinical Reasoning and Documentation

Prerequisite: OTE 610. This course establishes the framework for documenting outcomes of occupation-based practice in an interprofessional environment, summarizes current theories and research about clinical and professional reasoning, and provides learning activities such as case studies designed to promote effective reasoning. Students will learn and apply effective documentation techniques used in the profession including electronic medical records. 1(1-0) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → **B** *I* ~~S~~

OTE 615 Clinical Reasoning and Documentation

Prerequisite: OTE 610. This course establishes the framework for documenting outcomes of occupation-based practice in an interprofessional environment, summarizes current theories and research about clinical and professional reasoning, and provides learning activities such as case studies designed to promote effective reasoning. Students will learn and apply effective documentation techniques used in the profession including electronic medical records. 2(2-0) Su

What is changing? Check all boxes that apply.

- | | | | | | | | |
|-------------------------------------|----------------------------|--------------------------|---|--------------------------|-------------|--------------------------|--------------|
| <input type="checkbox"/> | Course Code | <input type="checkbox"/> | Course Number (<u>Check Availability</u>) | <input type="checkbox"/> | Title | <input type="checkbox"/> | Prerequisite |
| <input checked="" type="checkbox"/> | Credit Hours/Contact Hours | <input type="checkbox"/> | Periodicity | <input type="checkbox"/> | Description | | |

Reason for proposed change

After reviewing the objectives of the course, student feedback and faculty's input it was determined an additional hour would be necessary to meet all the accreditation standards to be addressed in this course.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | | | | |
|-------------------------------------|---|-------------------------------------|---------------|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> | Faculty Input | <input checked="" type="checkbox"/> | Student Input |
|-------------------------------------|---|-------------------------------------|---------------|-------------------------------------|---------------|

Accreditation/certification compliance Review of catalog information Other (be specific): Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty?
(MM/DD/YYYY)

08/09/2017

Current Status:

Grad Council Review

Proposal Progress:

04/14/2018 - Submitted by Department Head (Sapna Chakraborty)

04/18/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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[Contact Information](#)

Change Course Proposal Form

Submitted on 04/12/2018 by Sapna Chakraborty (SapnaChakraborty@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

OTE765 Community and Health Practice in Occupational Therapy

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

OTE 765 Community and Health Practice in Occupational Therapy

Prerequisite: admission to Master of Occupational Therapy program. Coursework will focus on the science, theory and practice of occupational therapy in the promotion of health and wellness and the body's response to stress, illness or injury across the life span. An emphasis will be placed on the cultural and physical context of the community in which occupational and interprofessional healthcare practice occurs. This course integrates knowledge and skills for occupation-based practice to foster healthy development, prevent health problems, maintain optimal function, and enhance the occupational performance skills of individuals, families, and communities. 3(2-2) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

OTE 765 Community and Health Practice in Occupational Therapy

Prerequisite: admission to Master of Occupational Therapy program. Coursework will focus on the science, theory and practice of occupational therapy in the promotion of health and wellness and the body's response to stress, illness or injury across the life span. An emphasis will be placed on the cultural and physical context of the community in which occupational and interprofessional healthcare practice occurs. This course integrates knowledge and skills for occupation-based practice to foster healthy development, prevent health problems, maintain optimal function, and enhance the occupational performance skills of individuals, families, and communities. 2(1-2) Su

What is changing? Check all boxes that apply.

- | | | | | | | | |
|-------------------------------------|-------------------------------|--------------------------|---|--------------------------|-------------|--------------------------|--------------|
| <input type="checkbox"/> | Course Code | <input type="checkbox"/> | Course Number (Check
<u>Availability</u>) | <input type="checkbox"/> | Title | <input type="checkbox"/> | Prerequisite |
| <input checked="" type="checkbox"/> | Credit Hours/Contact
Hours | <input type="checkbox"/> | Periodicity | <input type="checkbox"/> | Description | | |

Reason for proposed change

After teaching the course and reviewing the student feedback, faculty's input, and course objectives it was determined that only one lecture hour was needed to meet the accreditation requirements. The majority of the course objectives are based on community experience assignments and less on traditional lecture format.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty?
(MM/DD/YYYY)

12/19/2017

Current Status:

Grad Council Review

Proposal Progress:

04/14/2018 - Submitted by Department Head (Sapna Chakraborty)

04/18/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Program Proposal Form

**Submitted on 05/03/2018 by Amanda
Keys (AmandaKeys@MissouriState.edu).**

Department:

Social Work, School of

Type of Program**Choose One:**

- | | | |
|---|-----------------------------------|--------------------------------------|
| <input type="radio"/> Non-Comprehensive
Undergraduate Major | <input type="radio"/> Option | <input type="radio"/> Certification |
| <input checked="" type="radio"/> Comprehensive Undergraduate
Major | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input type="radio"/> Graduate Program | <input type="radio"/> Certificate | <input type="radio"/> Other |

Does this program include any new courses?

- No Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Social Work, Bachelor of-BSW

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [Strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission]

OR provide as an attachment below)

↶ ↷ | **B** *I* ~~S~~

Attached

What is changing? Check all boxes that apply:

- Title change
- From option to program (major)
- Other
- Course changes of under 18 hours
- From program (major) to option
- Course changes of 18 hours or more

Reason for Proposed Change:

Three changes are being proposed. First, to remove the specific BIO/BMS courses required. The BSW committee feels that any general education life science course is an appropriate foundation for the BSW program. The committee feels this change will help students who are transferring. This change also requires a deletion in the "program description" section to make sure it accurately reflects the "program requirements" section. Second, to change the economics course that is required. In reviewing these courses, the BSW committee feels that ECO 101 is a better option for social work students. The department head of Economics was contacted about this change. The final change is removing SWK 314 and adding SWK 315. These course changes were designed to provide an additional practice class on the mezzo level.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

03/23/2018

Current Status:

College Council Review

Proposal Progress:

05/15/2018 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.

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Program description

The undergraduate Social Work Program at Missouri State University builds upon a liberal arts education while preparing students for the practice of Social Work, with an emphasis on the strengths perspective. Social Work is a comprehensive major consisting of 48 hours of required Social Work courses (which includes a 12-hour practicum); ~~22~~ **18** hours of required courses from the humanities and ~~the social, behavioral, and biological~~ sciences; and 6 hours of electives offered by the School of Social Work (SWK electives). Students who successfully complete general education, all general baccalaureate requirements and major requirements are awarded a Bachelor of Social Work degree.

Prospective students must contact the Coordinator of the BSW Program to obtain information on how to be admitted into the program and be assigned an advisor. Accepted students are expected to consult with their advisor at least once a semester.

This program is accredited by the Council on Social Work Education. Additional information regarding the BSW Program may be found in the *BSW Student Handbook* available from the School of Social Work.

Eligibility to apply

Once accepted to MSU, students are eligible to apply for admission into the BSW Program when the following conditions are met:

- A. Completion of a minimum of 45 hours with a combined GPA (Missouri State and transfer combined) of 2.50 or higher on a 4-point scale
- B. Completion or concurrent enrollment in the Foundations Courses for General Education except the second writing course
- C. Completion or concurrent enrollment in SWK 200(3), SWK 213(3), and SWK 219(3) with a minimum grade of "C". Candidates whose application is reviewed positively will not have admission to the Program until grades of "C" or better are recorded for these courses at the close of the application semester.

Admission to the Bachelor of Social Work Program

Students seeking admission to the BSW Program do so with the understanding that: (a) admission is competitive and selective and not all who apply can be accommodated; and (b) meeting the minimum standards does not guarantee a student will be admitted. The BSW committee will make a decision to admit based on a holistic picture of the completed course work and values that are consistent with the conduct of the profession and the Social Work Code of Ethics.

Students who are planning to pursue a BSW degree must complete the following steps:

1. Declare a major in the Social Work Program within the University which places the student in pre-admit status.

2. When a student is eligible to apply for admitted status, the student must submit a formal application, with accompanying forms, to the School of Social Work office. Directions for completing the packets will be included within the application packet. Applications for admission to the Program will be available online. Refer to the application packet for specific due dates because the dates can vary. Applications submitted after the deadline will not be considered. Incomplete applications may result in not being considered.
3. Students will be notified, prior to registration, if they are admitted into the BSW Program. If the student is not admitted, the student will be responsible for meeting with his/her advisor to transition into another major.

Program requirements

- A. General Education Program and Requirements
- B. Major Requirements
 1. Recommended Course: SWK 300(1)
 2. Specific Course Requirements (other than Social Work courses): ~~BIO 101(3) and 111(1); or BMS 100(4), or BMS 110(3) and 111(1); ECO 155(3) or 165(3)~~ **ECO 101(3)**; PLS 101(3); PSY 121(3); SOC 150(3), PSY 304(3); and PSY 200(3) or SOC 302(3) or AGR 330(3) or MTH 340(3) or QBA 237(3) or REC 328(3)
 3. SWK 200(3), 213(3), 219(3), 306(3), 307(3), 313(3), ~~314(3)~~, **315(3)**, 325(3), 326(3), 418(3), 420(3), 430(3), 480(3), 490(9)
 4. Two SWK electives (6 hours)
 5. Public Affairs Capstone Experience will be fulfilled by completion of SWK 480(3) and 490(9).
- C. General Baccalaureate Degree Requirements

Retention, progression, and graduation policies

After admission into the BSW Program, students must achieve the following for retention in the major.

1. Maintain a combined GPA (Missouri State and transfer combined) of 2.50 or higher. If a student drops below a GPA of 2.50, the student will be withdrawn from the program at the end of the semester.
2. Achieve a grade of "C" or better in all Social Work courses, which are courses with "SWK" prefix.
3. Earning a "D" grade or below in a Social Work (SWK) course will result in the inability to be admitted into the program. If a student is formally accepted in the program and earns a "D" grade in a Social Work (SWK) course, the student must retake the course before progressing. If a student is formally accepted in the program and earns an "F" grade in a Social Work (SWK) course, s/he will be dismissed from the program at the end of the semester and will need to reapply.
4. Courses in the Social Work major may not be taken more than twice.
5. A student must earn a "Pass" grade in SWK 490(9). A grade below a "C" in SWK 480(3) and/or a "Not Pass" grade in SWK 490(9) means the student must reapply for admission and be readmitted to the BSW Program.

6. Students are encouraged to meet with their advisor in the School of Social Work prior to or upon entering the University and at least once a semester to ensure the proper selection and sequencing of prerequisites for the BSW Program.
7. Students must demonstrate acceptable levels of maturity, integrity, behaviors and attitudes as defined by the National Association of Social Work (NASW).

Program description

The undergraduate Social Work Program at Missouri State University builds upon a liberal arts education while preparing students for the practice of Social Work, with an emphasis on the strengths perspective. Social Work is a comprehensive major consisting of 48 hours of required Social Work courses (which includes a 12-hour practicum); 22 hours of required courses from the humanities and the social, behavioral, and biological sciences; and 6 hours of electives offered by the School of Social Work (SWK electives). Students who successfully complete general education, all general baccalaureate requirements and major requirements are awarded a Bachelor of Social Work degree.

Prospective students must contact the Coordinator of the BSW Program to obtain information on how to be admitted into the program and be assigned an advisor. Accepted students are expected to consult with their advisor at least once a semester.

This program is accredited by the Council on Social Work Education. Additional information regarding the BSW Program may be found in the *BSW Student Handbook* available from the School of Social Work.

Eligibility to apply

Once accepted to MSU, students are eligible to apply for admission into the BSW Program when the following conditions are met:

- A. Completion of a minimum of 45 hours with a combined GPA (Missouri State and transfer combined) of 2.50 or higher on a 4-point scale
- B. Completion or concurrent enrollment in the Foundations Courses for General Education except the second writing course
- C. Completion or concurrent enrollment in SWK 200(3), SWK 213(3), and SWK 219(3) with a minimum grade of "C". Candidates whose application is reviewed positively will not have admission to the Program until grades of "C" or better are recorded for these courses at the close of the application semester.

Admission to the Bachelor of Social Work Program

Students seeking admission to the BSW Program do so with the understanding that: (a) admission is competitive and selective and not all who apply can be accommodated; and (b) meeting the minimum standards does not guarantee a student will be admitted. The BSW committee will make a decision to admit based on a holistic picture of the completed course work and values that are consistent with the conduct of the profession and the Social Work Code of Ethics.

Students who are planning to pursue a BSW degree must complete the following steps:

1. Declare a major in the Social Work Program within the University which places the student in pre-admit status.

2. When a student is eligible to apply for admitted status, the student must submit a formal application, with accompanying forms, to the School of Social Work office. Directions for completing the packets will be included within the application packet. Applications for admission to the Program will be available online. Refer to the application packet for specific due dates because the dates can vary. Applications submitted after the deadline will not be considered. Incomplete applications may result in not being considered.
3. Students will be notified, prior to registration, if they are admitted into the BSW Program. If the student is not admitted, the student will be responsible for meeting with his/her advisor to transition into another major.

Program requirements

- A. General Education Program and Requirements
- B. Major Requirements
 1. Recommended Course: SWK 300(1)
 2. Specific Course Requirements (other than Social Work courses): BIO 101(3) and 111(1), or BMS 100(4), or BMS 110(3) and 111(1); ECO 155(3) or 165(3); PLS 101(3); PSY 121(3); SOC 150(3), PSY 304(3); and PSY 200(3) or SOC 302(3) or AGR 330(3) or MTH 340(3) or QBA 237(3) or REC 328(3)
 3. SWK
200(3), 213(3), 219(3), 306(3), 307(3), 313(3), 314(3), 325(3), 326(3), 418(3), 420(3), 430(3), 480(3), 490(9)
 4. Two SWK electives (6 hours)
 5. Public Affairs Capstone Experience will be fulfilled by completion of SWK 480(3) and 490(9).
- C. General Baccalaureate Degree Requirements

Retention, progression, and graduation policies

After admission into the BSW Program, students must achieve the following for retention in the major.

1. Maintain a combined GPA (Missouri State and transfer combined) of 2.50 or higher. If a student drops below a GPA of 2.50, the student will be withdrawn from the program at the end of the semester.
2. Achieve a grade of "C" or better in all Social Work courses, which are courses with "SWK" prefix.
3. Earning a "D" grade or below in a Social Work (SWK) course will result in the inability to be admitted into the program. If a student is formally accepted in the program and earns a "D" grade in a Social Work (SWK) course, the student must retake the course before progressing. If a student is formally accepted in the program and earns an "F" grade in a Social Work (SWK) course, s/he will be dismissed from the program at the end of the semester and will need to reapply.
4. Courses in the Social Work major may not be taken more than twice.

5. A student must earn a "Pass" grade in SWK 490(9). A grade below a "C" in SWK 480(3) and/or a "Not Pass" grade in SWK 490(9) means the student must reapply for admission and be readmitted to the BSW Program.
6. Students are encouraged to meet with their advisor in the School of Social Work prior to or upon entering the University and at least once a semester to ensure the proper selection and sequencing of prerequisites for the BSW Program.
7. Students must demonstrate acceptable levels of maturity, integrity, behaviors and attitudes as defined by the National Association of Social Work (NASW).



**Missouri
State.**
UNIVERSITY

**College of Health and Human Services
School of Social Work**

INSERT SEMESTER AND YEAR HERE

Course/Section Number:	SWK 315
Date and Time of Course:	Click here to enter text.
Instructor Name:	Click here to enter text.
Office:	Click here to enter text.
Telephone:	Click here to enter text.
Email:	Click here to enter text.
Office Hours:	Click here to enter text.

CATALOG DESCRIPTION:

SWK 315 Social Work Practice with Groups 3 (3-0) Credit hours

Prerequisite: admission to the BSW program; and SWK 306

Offers basic principles of group interventions with a generalist practice foundation. Contrasts groups with other forms of social work practice. Reviews skills required to conduct clinical and task groups. Emphasizes cultural diversity and ethical parameters when offering group services.

COURSE OBJECTIVES:

Each of the following objectives supports one or more of the BSW Social Work program objectives. At the end of the semester you will be required to evaluate accomplishment of each of the following objectives.

Upon successful completion of the course, students will be able to demonstrate the ability to:

1. Understand and identify professional values and strategies for resolving ethical dilemmas in group social work practice (EPAS 1 & 6-9).
As evidenced by:
2. Demonstrate understanding of the impact of diversity and oppression on group functioning and how to apply this knowledge in practice situations (EPAS 2, 3 & 6-9).
As evidenced by:
3. Apply generalist social work skills to group social work practice (EPAS 6-9).
As evidenced by:
4. Apply knowledge of basic group dynamics to social work practice situations (EPAS 6-9).

As evidenced by:

5. Apply group theories and evidenced based interventions to the planned change steps (engagement, assessment, planning, implementation, evaluation, and termination) in the General Intervention Model (EPAS 6-9).

As evidenced by:

6. Apply knowledge of types of groups and their use in generalist practice (EPAS 6-9).

As evidenced by:

7. Demonstrate professional demeanor and use of self-reflection when working with groups (EPAS 1 & 6-9).

As evidenced by:

8. Analyze strategies to enhance social, economic, and environmental justice in group practice (EPAS 3 & 6-9).

As evidenced by:

9. Demonstrate how research informs practice with groups (EPAS 4 & 6-9).

As evidenced by:

REQUIRED TEXTBOOK(S) AND MATERIAL(S):

Zastrow, C. H. (2015). *Social work with groups: A comprehensive worktext* (9th ed.). Stamford, CT: Cengage Learning.

COURSE SYLLABUS:

The course syllabus is intended as a guide for study. It is a dynamic document and, as such, may change as needs dictate. Adjustments in the pace of the course may be made based on the students' learning needs. Adjustment of topics covered may be made to take advantage of outside opportunities, speakers, international or national events, or other impromptu learning experiences. In the case changes are made, students will have prior notification and the opportunity to amend their syllabi. For that reason **you should bring your syllabus to class.**

ACADEMIC INTEGRITY POLICIES AND PROCEDURES:

PLEASE INSERT THE MOST RECENT POLICY FOUND AT THE OFFICE OF THE PROVOST UNDER SYLLABI POLICY STATEMENTS OR AT <http://www.missouristate.edu/provost/syllabi.htm>

YOU WILL NEED TO READ AND CHANGE ITEMS IN IT PRIOR TO USE. DON'T SIMPLY COPY (or you will embarrass yourself).

BSW PROGRAM'S ATTENDANCE POLICY:

Note: This is the official BSW policy. This can't be changed or modified.

Because class attendance and course grades are demonstrably and positively related, the University expects students to attend ALL class sessions of courses in which they are enrolled.

MSU's School of Social Work is accredited by the Council on Social Work Education (CSWE). One of the core competencies that BSW programs must address is to help students "demonstrate professional demeanor in behavior" (CSWE, 2015). The first step in developing this is teaching students what professional demeanor looks like. In the classroom setting, students will be expected to show professionalism by: arriving on time, being courteous and respectful in all communication, and respectful of peers and the professor.

Additionally, this course serves as a key course in the social work program. It is designed to help in your preparation in becoming a competent generalist practitioner. Because of the nature of the social work curriculum, if you do not attend class, you will not be prepared with all the tools necessary to enter your future profession.

The attendance policy for the BSW program is based on the following concepts: (1) students rely on each other to engage in group activities; (2) the courses are interactive in nature and the participation of every student is essential; (3) instructors must hear from every student to ensure students are mastering course content; (4) assignments will be based on material addressed in class; (5) students must be able to take risks to share ideas, ask questions and practice skills; a safe environment in which to do this is created when class members are regularly in attendance, which develops trust in each other; (6) each subsequent class builds on the previous ones – the course material is sequential in nature. In addition, the material you learn in each class is essential for success in other social work classes and in practice.

If you are unable to attend class, the BSW program expects that you will contact the course instructor via email **BEFORE** class indicating the reason(s) why you are unable to attend class and your proposed plan for getting the information you missed in class due to your absence. Non-attendance for reasons unrelated to your participation in a University-sanctioned activity, a personal medical illness (a doctor's note is required) or a family emergency (e.g. death or serious illness of a family member accompanied by official documentation) will not be excused without a compelling reason that is discussed with the instructor. In other words, for an absence to be excused for one of the reasons listed above, the instructor must have official documentation (e.g., from a doctor). If you, or a family member is ill, the instructor must have documentation that indicates you had to miss class due to that illness. There are no excused absences for things such as having to work.

LATE ASSIGNMENT POLICY:

Note: This is the official BSW policy. This can't be changed or modified.

All assignments are due *at the beginning of class* on their respective due dates. Assignments submitted on the deadline date, but not at the beginning of class, will be automatically penalized 5%. Assignments submitted the next day (after the deadline date) will be automatically penalized 20%. Assignments submitted the following day will automatically be penalized 35%. Assignments submitted later than 48 hours will not be accepted for points.

For example, an assignment is due **Tuesday at 9:30 AM**. If the assignment is submitted **Tuesday at 9:45 AM**, it will be automatically penalized 5%. If the assignment is submitted **Wednesday at 9:30 AM**, it will be automatically penalized 20%. If the assignment is submitted **Thursday at 9:30 AM** it will automatically be penalized 35%. No assignments will be accepted for points after 48 hours from the due date.

The instructor will provide detailed assignment instructions for each assignment. The instructor reserves the right to revise and amend assignments as the course unfolds to reflect any changes in lecture content, timelines, and topics relevant to students' particular interests. In the event of any such changes, the instructor will notify students in class or in writing and/or via e-mail. **All papers will be prepared in accordance with APA style.**

MAKE-UP POLICY:

Suggested make-up policy (required to use if you are a per-course instructor):

The instructor will accommodate students **ONLY** in cases of *documented serious illnesses, family emergencies, and participation in University-sanctioned activities and programs* that preclude students' attendance in class and class activities or affect their ability to submit course assignments. You are studying to be a professional social worker. Your clients will need you to be consistent, dependable, and reliable. The same behaviors are expected of you as a student. Therefore, only serious documented situations will be considered for make-up policies. Professional behavior dictates that you consult with the instructor immediately via email should you encounter situations that affect your attendance, participation, and submission of course assignments. In this email, the student should notify the instructor on when they plan to provide documentation to the professor of their absence and the earliest date that they will be able to make-up the assignment. Additionally, consult with the instructor if you believe that you have a unique, credible exception to this rule.

SCHOOL OF SOCIAL WORK STUDENT COURSE EVALUATIONS:

At semester's end, students are asked to complete an evaluation of this course. The evaluations are anonymous (administrative staff collect and print the results). We highly recommend, but cannot require, the completion of the evaluations because they contribute to our continuous efforts to improve the quality of teaching and the quality of the social work curriculum. If you have any questions about the course evaluation policy, please talk with your instructor, advisor, or BSW program coordinator.

CLASS CONDUCT AND DISRUPTIONS:

In the classroom, social work students are expected to engage in respectful discourse, demonstrating tolerance and understanding of differing perspectives and opinions. The course instructor has original jurisdiction over her/his class and may deny a student who is unduly disruptive the right to attend the class. Students are expected to master the course content in compliance with the syllabus of the course instructor. The student is expected to comply with all reasonable directives of the course instructor. The course instructor may have a student administratively withdrawn from a course upon showing of good cause and with the concurrence of the department head. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under “Grade Appeals and Academic Grievances” <http://www.missouristate.edu/registrar/catalog/graderev.html>

PROCEDURES FOR CONFLICT RESOLUTION:

As a professional program, the Missouri State University School of Social Work operates through understandings developed from the NASW Code of Ethics. If you are experiencing any confusions or concerns regarding any dimension of this course, please speak directly to the instructor about the issues immediately. To initiate any formal grievance or appeal process, it is expected that you will speak first to the instructor about those issues. If your issues continue after the discussion, please then proceed to discuss your situation with the BSW Program Coordinator.

RETENTION AND DISMISSAL POLICY:

The School of Social Work has a Retention and Dismissal policy which can be found on the MSU School of Social Work website in the BSW Handbook. This program regards academic integrity with great seriousness. Social workers abide by a professional code of conduct, the NASW Code of Ethics, in which we identify *integrity* as one of our six core values. Enormous trust and responsibility are placed with social workers as we help hurting, oppressed, and marginalized people. We must learn early in our careers to comport ourselves with professionalism, honesty, and credibility. As such, this program views violations of academic integrity as violations of social work's code of conduct.

GREEN DOT SCHOOL OF SOCIAL WORK PLEDGE:

The School of Social Work at Missouri State University is committed to being a safe, violence-free zone for students. To make sure this happens, all social work students and faculty are strongly encouraged to play a role in combatting violence by being a positive and active bystander. If you, or someone you know, has experienced violence please know you will be supported and heard. Also, know that you are not alone. If you need immediate assistance, please call 911. In all other situations, please contact the following resources for assistance: Harmony House's 24-hour Crisis Hotline (417/864-SAFE 7233), Springfield Police Department (417/864-1810), MSU Safety & Transportation (417/836-5509), Title IX (417/836-8506), MSU Dean of Students (417/836-5527), MSU Counseling (417/836-5116), MSU Health & Wellness (417/836-4000), or the Victim's Center (417/863-7273).

COMPONENTS OF EVALUATION:

ASSIGNMENTS:

Exams:

There will be three exams in this course. See course outline for dates of exams.

Group Proposal: **(Note: This assignment can't be changed/deleted from the course)**

EPAS Key Assignment Competencies 6-9

The purpose of this paper is to provide you with an opportunity to conceptualize and design a group. To do this, you and your group will develop a group proposal (**NOTE: the number of group members are up to the teacher's discretion**). Only 1 paper will be turned in. The paper will be no more than 8-10 pages in length in APA format. Please see Appendix A for detailed instructions and a grading rubric. See course outline for due date.

Group Facilitation: Class Role-Play

To practice group facilitation skills, students will use their group proposal and conduct 1 session using the group proposal outline as a guide. Students will be graded based on group facilitation skills exhibited in the role-play. The role-play will be co-facilitated and be no more than 30 minutes in length. Please see Appendix A for detailed instructions and a grading rubric. See course outline for due date.

Grading Scale

THE SCHOOL OF SOCIAL WORK DOES NOT UTILIZE A PLUS/MINUS SYSTEM. THEREFORE, IN YOUR GRADING SCALE PLEASE MAKE TOTAL CLASS POINTS EQUAL TO AN A, B, C, D, OR F.

TENTATIVE insert semester and year here SCHEDULE

Week	Topics	Readings	Assignment Due
1	Groups: Types and Stages of Development	Chapter 1	
2	Social Group Work and Social Work Practice	Chapter 2	
3	Group Dynamics: Leadership	Chapter 3	
4	Group Dynamics: Goals and Norms	Chapter 4	Exam 1
5	Verbal and Nonverbal Communication	Chapter 5	
6	Task Groups	Chapter 6	
7	Working with Diverse Groups	Chapter 7	
8	Self-Help Groups	Chapter 8	
9	Organizations, Communities, and Groups	Chapter 10	Exam 2
10	Educational Groups	Chapter 11	Group Proposal
11	Treatment Groups	Chapter 12	
12	Treatment Groups with Diverse and Vulnerable Populations	Chapter 13	
13	Termination and Evaluation of a Group	Chapter 14	
14	Termination and Evaluation of a Group	Chapter 14	
15	Group Role-Play	Chapter 1-14	Group Role Play
16	Group Role-Play	Chapter 1-14	Group Role Play
17	Final Examination		Exam 3

Appendix A



Key Assignment
SWK 315
Group Proposal Paper

This assignment will measure **Competencies 6, 7, 8, 9:**

Engage with groups

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. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Assess groups

Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical 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; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Intervene with groups

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-based interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical 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; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Evaluate practice with groups

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Objective:

The effort to set up an effective group is considerable. However, it is an essential component in facilitating a successful group. Well-run groups provide members with a safe place to give/receive feedback, gain interpersonal insight, and often heal from old wounds and unfinished business. The purpose of this paper is to provide you with an opportunity to conceptualize and design a group. To do this, you and your group will develop a group proposal (**NOTE: the number of group members are up to the teacher's discretion**).

Only 1 paper will be turned in. The paper will be no more than 8-10 pages in length. Use APA format including: title page, headers for each section, reference page, and a minimum of 3 academic references (i.e. peer reviewed journal, government website, and/or field related books no more than 10 years old).

It is important that every group member participate fully in the process. To make sure this happens each group member will independently turn in a **Group Feedback Form** on the date the paper is due. This **MUST** be filled out to get a grade for the assignment. All feedback will be confidential.

The following **BOLDED** sections will serve as level 1 headings in your paper.

a. **PLANNING (Competency 6)**

1. What type of group are you forming? The primary focus?
2. What is the theoretical basis for this group?
3. What is the purpose of the group?
4. What do you hope to achieve by this group?
5. What population will be served by the group?
6. How will you assess potential membership of the group?
7. Who will lead the group?
8. What organization will sponsor the group? How will you determine this is a good fit?
9. How will you recruit members?
10. What will be the group composition? How will members be selected?
11. What number of group members is best in order for the group to achieve its purpose?
12. Will the group be open or closed? Justify.
13. How will you orientate members to the group process?
14. What type of contracting would you do with members before the group began?
15. Where would you run the group?
16. What are some important physical, financial, and any additional special considerations when preparing the environment for the type of group you are developing?
17. What type of literature did you review to develop the group?

b. ENGAGEMENT (Competency 6)

1. How will you introduce group members?
2. Provide a brief statement on how you would explain the group's purpose.
3. How would you discuss your role? Your co-facilitator's role?
4. What ground rules do you feel that it would be important to develop?
5. How would you help members feel a part of the group when beginning the group?

c. ASSESSMENT (Competency 7)

1. What methods would you use for assessing group members? Explain why you feel these methods would be best for the type of group you are proposing.
2. What are some goals you feel would be important for this group to develop?
3. What type of contracting do you feel would be important for this group to do? Explain.
4. What obstacles do you anticipate when group members are working towards their goals? Explain.

d. INTERVENTION (Competency 8)

1. Depending on the type of group you are running, there are specialized methods used for the intervention stage. Explain and justify at least 2 intervention methods you would utilize when working with the following:
 - a) Individual group members
 - b) The group as a whole

e. EVALUATION (Competency 9)

1. Describe the process that will be used to evaluate the group.
2. How will you know that you have achieved what your objectives are?
3. Based upon your specific group, what feelings do you think group members will have regarding termination?
4. What are some ways that you can facilitate a positive group ending?

GROUP FEEDBACK FORM:

To make sure that everyone is participating equally in this project you will complete this form. This form will be individually turned in on the assignment due-date. Write the name of your group members in the numbered boxes. Then, assign yourself a value for each attribute mentioned. Finally, do the same for all group members and total the score for each person. Please be honest in your feedback. This will NOT be shared with other group members. Note: Everyone will have strengths and weaknesses in this group process. Therefore, it should be very rare that all participants get high marks on each attribute.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Name: _____

Attribute	Myself	1.	2.	3.	4.
Helped keep group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work.					
Participated in all required group activities.					
Total:					

Group Proposal Paper Grading Rubric

Student Name: _____

Content Areas	Capstone	Milestone	Benchmark
PLANNING (Competency 6 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all the questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing the questions and/or doesn't address all the questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of the questions asked in assignment details and/or doesn't address the questions. Total:
ENGAGEMENT (Competency 6 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
ASSESSMENT (Competency 7 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
INTERVENTION (Competency 8 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
EVALUATION (Competency 9 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
Writing Style	Ideas within the group/individual paper are presented clearly; they are easily understood by the reader. Paragraphs are organized in a logical and straightforward manner. The paper has no grammatical, spelling, and/or	Most ideas within the group/individual paper are presented clearly and are able to be understood by the reader. Most paragraphs are organized in a logical and straightforward manner. The paper has a few grammatical, spelling, and/or punctuation errors. Most sentences are complete and most	Several ideas within the group/individual paper aren't presented clearly and aren't easily understood by the reader. Several paragraphs are not organized in a logical and straightforward manner. The paper has several grammatical, spelling, and/or sentences that aren't

	punctuation errors. Sentences are complete and paragraphs are an appropriate length. Total:	paragraphs are the appropriate length. Total:	complete. Several paragraphs aren't the appropriate length. Total:
APA Format	Student has adhered to the page requirements. No incorrect APA citations are present. Student has used appropriate subheadings. Student used a minimum of 3 academic references. Total:	Student's paper was the incorrect length and/or there were 1-2 APA errors and/or there was 1 inappropriate subheading. Student used 3 references but at least 1 wasn't academic. Total:	Student's paper wasn't the correct length and/or there were 3 or more APA errors and/or there were no headings (or inappropriate subheadings). Student didn't use 3 academic references and/or at least 2 weren't academic. Total:
Group Member Feedback Form	Turned in feedback form. Received feedback from group members that ranged in scores from 4-5. Total:	Turned in feedback form. Received feedback from group members that ranged in scores from 3-5. Total:	Received feedback from group members that ranged in scores from 1-5. Note: If feedback form is not turned in automatically get a zero for assignment. Total:
			Combined Total: ??/?

Group Facilitation: Class Role-Play

Objective:

This assignment is designed to provide you with an opportunity to co-facilitate a group. This group is designed to demonstrate the learning from the group proposal paper. It is expected the students will integrate their learning from the group proposal paper and demonstrate it in action through a 30 minute role-play. The following are specific items that must be completed to successfully run the group:

Prior to the group session:

1. Determine your co-facilitator (Note: This must be someone who was involved in your group proposal paper).
2. Decide which segment of the group you will facilitate (i.e. the beginning, middle, or ending stage of the group).
3. Select 4 students to be group members. Provide them with their roles and instructions prior to the group role-play.
4. Identify 1 group member to be resistant and disruptive in the group.

During the group session:

1. Prior to starting the group, the co-facilitators should discuss the following things with the class (**no more than 5 minutes in length**):
 - a) The purpose of the group.
 - b) The segment of the group they will be facilitating.
 - c) The person who will be resistant/disruptive during the group process.
2. The co-facilitators will lead a segment of the group (**no more than 25 minutes in length**). Note: each facilitator should have similar amounts of time in leading the group. Full points will not be given to groups that have 1 group member do all the talking). The following things should be demonstrated in the role play:
 - a) A clear purpose for the meeting.
 - b) Demonstration of effective verbal and nonverbal communication skills. These include: empathy, active listening, authenticity, and genuineness.
 - c) Effective in dealing with the resistive and disruptive group member by using techniques such as remaining calm, listening to the group member, and avoiding reacting too quickly.
3. Classmates will watch the group facilitation and complete a feedback form. This feedback will be incorporated into the group's final grade.

PEER EVALUATION OF GROUP FACILITATION

This evaluation is to be completed while the group facilitation is taking place. It is important to provide honest and accurate feedback. In order to do this, please do not provide your name on this evaluation.

5	Student uses this skill consistently and effectively.
4	Student demonstrates effective use of this practice skill most of the time.
3	Student understands this skill and offers evidence of appropriate use. More practice experience is required.
2	Student understands this skill, but shows little ability to implement it in practice.
1	Student demonstrates little understanding of this skill or its use in practice.

1. **Group Preparation** (executes group session that clearly indicates a connection to the purpose of the group and the stage of the group identified)

1 2 3 4 5

Comments: _____

2. **Group Participation** (engages members' participation, invites feedback, and responds to members' behaviors)

1 2 3 4 5

Comments: _____

3. **Group Process** (identifies, responds to, and facilitates group process)

1 2 3 4 5

Comments: _____

4. **Emotional Situations** (identifies and promotes group dynamics, allows emotional displays, tolerates silence, tension, and sadness, uses self)

1 2 3 4 5

Comments: _____

5. Leadership Techniques (utilizes facilitation techniques appropriately)

1 2 3 4 5

Comments: _____

6. Co-Facilitation Skills (co-leaders interact and share leadership responsibilities equitably)

1 2 3 4 5

Comments: _____

7. Communication Skills (eye contact, vocal projection, client-appropriate language)

1 2 3 4 5

Comments: _____

8. Interpersonal Skills (engaging/approachable, displays genuineness and warmth, relates with group members)

1 2 3 4 5

Comments: _____

9. Time Management (manages group time, completes group within 30 minutes, provides content/activities for entire group session)

1 2 3 4 5

Comments: _____

10. Professional Presentation (Wears professional attire)

1 2 3 4 5

Comments: _____

Total Score:

/

Group Facilitation Class Role-Play Grading Rubric

Student Name: _____

	Benchmark	Milestone	Capstone
Group Role-Play Facilitation	-Audience can't understand role-play because there is no sequence and/or student demonstrates little understanding of how to facilitate a group and/or student hasn't thoroughly prepared for the group session and/or student doesn't exhibit leadership techniques and/or student doesn't effectively co-facilitate the group and/or student doesn't present all parts of their selected session. Total:	-Audience has difficulty following role-play because group jumps around and/or student averagely demonstrates how to facilitate a group and/or student has averagely prepared for the group session and/or student does an average job exhibiting leadership techniques and/or student averagely co-facilitates the group and/or student doesn't present all parts of their selected session thoroughly. Total:	-Group is facilitated in a logical sequence which the audience can follow and group presents thoroughly all parts of their selected session. It is evident that the group was well-prepared for prior to the session. Student does an exceptional job exhibiting leadership techniques and co-facilitation techniques. Total:
Professional Presentation	-Facilitator is obviously anxious and cannot be heard or monotone with little or no expression and/or their rate of speech makes it difficult to understand the speaker and/or student mumbles, incorrectly pronounces terms and/or reads all or most of the material with no eye contact and/or student is in sweatpants, yoga pants, or something similar. Total:	-Clear articulation but not as polished and/or slightly uncomfortable at times and/or rate of speech is mostly consistent and appropriate for the role-play and/or student pronounces most words correctly and/or student maintains eye contact most of the time but frequently returns to notes and/or student is dressed in business-casual attire. Total:	-Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group and correct, precise pronunciation of terms and maintains eye contact; seldom returning to notes and role-play is like a planned conversation and student is dressed professionally. Total:
Peer Evaluation of Group Facilitation	Received feedback from peer evaluations that ranged in scores from 4-5. Total:	Received feedback from peer evaluations that ranged in scores from 3-5. Total:	Received feedback from peer evaluations that ranged in scores from 1-5. Total:
Length of Presentation	-Over 4 minutes of the allotted time for presentation. Total:	-Within 3 minutes of the allotted time. Total:	-Within 2 minutes of the allotted time. Total:
Combined Total:			/pts

Delete Course Proposal Form

Submitted on 05/03/2018 by Amanda Keys (AmandaKeys@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

SWK314 Advanced Social Welfare Policy and Services

Is this course a requirement or course choice within any current program, including those outside your department?

- No
- Yes (A corresponding program change course form must be submitted to remove the deleted course from the program requirements. You should also notify other departments using this course of your plans to delete the course.)

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Online catalog description.

Prerequisite: admission to the BSW program; and SWK 213. An introduction to the analytic, interactional, value clarification and political strategies necessary for policy analysis and implementation. Areas of study include domestic and global aspects of policy practice. 3(3-0) S

Reason for proposed Deletion

SWK 213 and SWK 314 are being condensed into one policy course. The BSW Committee feels that the program has too many courses focusing on the macro level and too few courses focusing on the mezzo level of practice. The consolidation will allow us to add a course on the mezzo level.

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
- Accreditation/certification compliance Review of catalog information
- Other (be specific):

What is the date that this course change was approved by departmental or program faculty?

03/23/2018

Current Status:

College Council Review

Proposal Progress:

05/07/2018 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.

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New Course Proposal Form

Submitted on 05/03/2018 by Amanda Keys (AmandaKeys@MissouriState.edu).

***All fields require input**

- New COURSE
- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

SWK

Course Number: ([Check Availability](#))

315

Course Title:

Social Work Practice with Groups

Will this course become part of a program? No Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Admission to the BSW program; and SWK 306

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Offers basic principles of group interventions with a generalist practice foundation. Contrasts groups with other forms of social work practice. Reviews skills required to conduct clinical and task groups. Emphasizes cultural diversity and ethical parameters when offering group services.

Credit Hours:

3 ▼

Lecture Contact Hours:

3 ▼

Lab Contact Hours:

0 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | | | | |
|-------------------------------------|--------|--------------------------|-----------------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | Fall | <input type="checkbox"/> | Fall (even-numbered years only) | <input type="checkbox"/> | Fall (odd-numbered years only) |
| <input checked="" type="checkbox"/> | Spring | <input type="checkbox"/> | Spring (even-numbered years only) | <input type="checkbox"/> | Spring (odd-numbered years only) |
| <input type="checkbox"/> | Summer | <input type="checkbox"/> | On Demand only | | |

Complete Catalog Description:

SWK 315 Social Work Practice with Groups

Prerequisite: Admission to the BSW program; and SWK 306

Offers basic principles of group interventions with a generalist practice foundation. Contrasts groups with other forms of social work practice. Reviews skills required to conduct clinical and task groups. Emphasizes cultural diversity and ethical parameters when offering group services.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To provide another mezzo level practice course in the social work curriculum. SWK 314 is being deleted to accommodate this change. No additional hours will be required.

Relationship to Other Departments

None. Only used for social work majors.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:

25

Maximum Enrollment Limit per section:

25

Anticipated Average Enrollment per semester:

50

Maximum Enrollment Limit per semester:

50

Anticipated Average Enrollment per year:

50

Maximum Enrollment Limit per year:

50

Faculty Load Assignment (equated hours):

6

Is another course being deleted? No Yes

Select course number and title being deleted.

SWK314 Advanced Social Welfare Policy and Servi

What will this course require in the way of:

Additional library Holdings

None

Additional computer resources

None

Additional or remodeled facilities

None

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

None

Additional faculty; regular vs per-course

None

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

Faculty who are currently teaching SWK 314 will now be teaching SWK 315.

List names of current faculty qualified and available to teach this course

All faculty in the department.

What is the anticipated source of students for this course?

Students admitted into our program.

If from within the department, will students be taking this course in addition to or in place of other courses?

In place of SWK 314.

If from outside the department, which courses in other departments would most likely be affected?)

n/a

Other comments:

None.

What is the date that this new course was approved by departmental or program faculty?
(MM/DD/YYYY)

03/23/2018

Current Status:

College Council Review

Proposal Progress:

05/11/2018 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.

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**Missouri
State.**
UNIVERSITY

**College of Health and Human Services
School of Social Work**

INSERT SEMESTER AND YEAR HERE

Course/Section Number:	SWK 315
Date and Time of Course:	Click here to enter text.
Instructor Name:	Click here to enter text.
Office:	Click here to enter text.
Telephone:	Click here to enter text.
Email:	Click here to enter text.
Office Hours:	Click here to enter text.

CATALOG DESCRIPTION:

SWK 315 Social Work Practice with Groups 3 (3-0) Credit hours

Prerequisite: admission to the BSW program; and SWK 306

Offers basic principles of group interventions with a generalist practice foundation. Contrasts groups with other forms of social work practice. Reviews skills required to conduct clinical and task groups. Emphasizes cultural diversity and ethical parameters when offering group services.

COURSE OBJECTIVES:

Each of the following objectives supports one or more of the BSW Social Work program objectives. At the end of the semester you will be required to evaluate accomplishment of each of the following objectives.

Upon successful completion of the course, students will be able to demonstrate the ability to:

1. Understand and identify professional values and strategies for resolving ethical dilemmas in group social work practice (EPAS 1 & 6-9).
As evidenced by:
2. Demonstrate understanding of the impact of diversity and oppression on group functioning and how to apply this knowledge in practice situations (EPAS 2, 3 & 6-9).
As evidenced by:
3. Apply generalist social work skills to group social work practice (EPAS 6-9).
As evidenced by:
4. Apply knowledge of basic group dynamics to social work practice situations (EPAS 6-9).

As evidenced by:

5. Apply group theories and evidenced based interventions to the planned change steps (engagement, assessment, planning, implementation, evaluation, and termination) in the General Intervention Model (EPAS 6-9).

As evidenced by:

6. Apply knowledge of types of groups and their use in generalist practice (EPAS 6-9).

As evidenced by:

7. Demonstrate professional demeanor and use of self-reflection when working with groups (EPAS 1 & 6-9).

As evidenced by:

8. Analyze strategies to enhance social, economic, and environmental justice in group practice (EPAS 3 & 6-9).

As evidenced by:

9. Demonstrate how research informs practice with groups (EPAS 4 & 6-9).

As evidenced by:

REQUIRED TEXTBOOK(S) AND MATERIAL(S):

Zastrow, C. H. (2015). *Social work with groups: A comprehensive worktext* (9th ed.). Stamford, CT: Cengage Learning.

COURSE SYLLABUS:

The course syllabus is intended as a guide for study. It is a dynamic document and, as such, may change as needs dictate. Adjustments in the pace of the course may be made based on the students' learning needs. Adjustment of topics covered may be made to take advantage of outside opportunities, speakers, international or national events, or other impromptu learning experiences. In the case changes are made, students will have prior notification and the opportunity to amend their syllabi. For that reason **you should bring your syllabus to class.**

ACADEMIC INTEGRITY POLICIES AND PROCEDURES:

PLEASE INSERT THE MOST RECENT POLICY FOUND AT THE OFFICE OF THE PROVOST UNDER SYLLABI POLICY STATEMENTS OR AT <http://www.missouristate.edu/provost/syllabi.htm>

YOU WILL NEED TO READ AND CHANGE ITEMS IN IT PRIOR TO USE. DON'T SIMPLY COPY (or you will embarrass yourself).

BSW PROGRAM'S ATTENDANCE POLICY:

Note: This is the official BSW policy. This can't be changed or modified.

Because class attendance and course grades are demonstrably and positively related, the University expects students to attend ALL class sessions of courses in which they are enrolled.

MSU's School of Social Work is accredited by the Council on Social Work Education (CSWE). One of the core competencies that BSW programs must address is to help students "demonstrate professional demeanor in behavior" (CSWE, 2015). The first step in developing this is teaching students what professional demeanor looks like. In the classroom setting, students will be expected to show professionalism by: arriving on time, being courteous and respectful in all communication, and respectful of peers and the professor.

Additionally, this course serves as a key course in the social work program. It is designed to help in your preparation in becoming a competent generalist practitioner. Because of the nature of the social work curriculum, if you do not attend class, you will not be prepared with all the tools necessary to enter your future profession.

The attendance policy for the BSW program is based on the following concepts: (1) students rely on each other to engage in group activities; (2) the courses are interactive in nature and the participation of every student is essential; (3) instructors must hear from every student to ensure students are mastering course content; (4) assignments will be based on material addressed in class; (5) students must be able to take risks to share ideas, ask questions and practice skills; a safe environment in which to do this is created when class members are regularly in attendance, which develops trust in each other; (6) each subsequent class builds on the previous ones – the course material is sequential in nature. In addition, the material you learn in each class is essential for success in other social work classes and in practice.

If you are unable to attend class, the BSW program expects that you will contact the course instructor via email **BEFORE** class indicating the reason(s) why you are unable to attend class and your proposed plan for getting the information you missed in class due to your absence. Non-attendance for reasons unrelated to your participation in a University-sanctioned activity, a personal medical illness (a doctor's note is required) or a family emergency (e.g. death or serious illness of a family member accompanied by official documentation) will not be excused without a compelling reason that is discussed with the instructor. In other words, for an absence to be excused for one of the reasons listed above, the instructor must have official documentation (e.g., from a doctor). If you, or a family member is ill, the instructor must have documentation that indicates you had to miss class due to that illness. There are no excused absences for things such as having to work.

LATE ASSIGNMENT POLICY:

Note: This is the official BSW policy. This can't be changed or modified.

All assignments are due *at the beginning of class* on their respective due dates. Assignments submitted on the deadline date, but not at the beginning of class, will be automatically penalized 5%. Assignments submitted the next day (after the deadline date) will be automatically penalized 20%. Assignments submitted the following day will automatically be penalized 35%. Assignments submitted later than 48 hours will not be accepted for points.

For example, an assignment is due **Tuesday at 9:30 AM**. If the assignment is submitted **Tuesday at 9:45 AM**, it will be automatically penalized 5%. If the assignment is submitted **Wednesday at 9:30 AM**, it will be automatically penalized 20%. If the assignment is submitted **Thursday at 9:30 AM** it will automatically be penalized 35%. No assignments will be accepted for points after 48 hours from the due date.

The instructor will provide detailed assignment instructions for each assignment. The instructor reserves the right to revise and amend assignments as the course unfolds to reflect any changes in lecture content, timelines, and topics relevant to students' particular interests. In the event of any such changes, the instructor will notify students in class or in writing and/or via e-mail. **All papers will be prepared in accordance with APA style.**

MAKE-UP POLICY:

Suggested make-up policy (required to use if you are a per-course instructor):

The instructor will accommodate students **ONLY** in cases of *documented serious illnesses, family emergencies, and participation in University-sanctioned activities and programs* that preclude students' attendance in class and class activities or affect their ability to submit course assignments. You are studying to be a professional social worker. Your clients will need you to be consistent, dependable, and reliable. The same behaviors are expected of you as a student. Therefore, only serious documented situations will be considered for make-up policies. Professional behavior dictates that you consult with the instructor immediately via email should you encounter situations that affect your attendance, participation, and submission of course assignments. In this email, the student should notify the instructor on when they plan to provide documentation to the professor of their absence and the earliest date that they will be able to make-up the assignment. Additionally, consult with the instructor if you believe that you have a unique, credible exception to this rule.

SCHOOL OF SOCIAL WORK STUDENT COURSE EVALUATIONS:

At semester's end, students are asked to complete an evaluation of this course. The evaluations are anonymous (administrative staff collect and print the results). We highly recommend, but cannot require, the completion of the evaluations because they contribute to our continuous efforts to improve the quality of teaching and the quality of the social work curriculum. If you have any questions about the course evaluation policy, please talk with your instructor, advisor, or BSW program coordinator.

CLASS CONDUCT AND DISRUPTIONS:

In the classroom, social work students are expected to engage in respectful discourse, demonstrating tolerance and understanding of differing perspectives and opinions. The course instructor has original jurisdiction over her/his class and may deny a student who is unduly disruptive the right to attend the class. Students are expected to master the course content in compliance with the syllabus of the course instructor. The student is expected to comply with all reasonable directives of the course instructor. The course instructor may have a student administratively withdrawn from a course upon showing of good cause and with the concurrence of the department head. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under “Grade Appeals and Academic Grievances” <http://www.missouristate.edu/registrar/catalog/graderev.html>

PROCEDURES FOR CONFLICT RESOLUTION:

As a professional program, the Missouri State University School of Social Work operates through understandings developed from the NASW Code of Ethics. If you are experiencing any confusions or concerns regarding any dimension of this course, please speak directly to the instructor about the issues immediately. To initiate any formal grievance or appeal process, it is expected that you will speak first to the instructor about those issues. If your issues continue after the discussion, please then proceed to discuss your situation with the BSW Program Coordinator.

RETENTION AND DISMISSAL POLICY:

The School of Social Work has a Retention and Dismissal policy which can be found on the MSU School of Social Work website in the BSW Handbook. This program regards academic integrity with great seriousness. Social workers abide by a professional code of conduct, the NASW Code of Ethics, in which we identify *integrity* as one of our six core values. Enormous trust and responsibility are placed with social workers as we help hurting, oppressed, and marginalized people. We must learn early in our careers to comport ourselves with professionalism, honesty, and credibility. As such, this program views violations of academic integrity as violations of social work's code of conduct.

GREEN DOT SCHOOL OF SOCIAL WORK PLEDGE:

The School of Social Work at Missouri State University is committed to being a safe, violence-free zone for students. To make sure this happens, all social work students and faculty are strongly encouraged to play a role in combatting violence by being a positive and active bystander. If you, or someone you know, has experienced violence please know you will be supported and heard. Also, know that you are not alone. If you need immediate assistance, please call 911. In all other situations, please contact the following resources for assistance: Harmony House's 24-hour Crisis Hotline (417/864-SAFE 7233), Springfield Police Department (417/864-1810), MSU Safety & Transportation (417/836-5509), Title IX (417/836-8506), MSU Dean of Students (417/836-5527), MSU Counseling (417/836-5116), MSU Health & Wellness (417/836-4000), or the Victim's Center (417/863-7273).

COMPONENTS OF EVALUATION:

ASSIGNMENTS:

Exams:

There will be three exams in this course. See course outline for dates of exams.

Group Proposal: (Note: This assignment can't be changed/deleted from the course)

EPAS Key Assignment Competencies 6-9

The purpose of this paper is to provide you with an opportunity to conceptualize and design a group. To do this, you and your group will develop a group proposal (**NOTE: the number of group members are up to the teacher's discretion**). Only 1 paper will be turned in. The paper will be no more than 8-10 pages in length in APA format. Please see Appendix A for detailed instructions and a grading rubric. See course outline for due date.

Group Facilitation: Class Role-Play

To practice group facilitation skills, students will use their group proposal and conduct 1 session using the group proposal outline as a guide. Students will be graded based on group facilitation skills exhibited in the role-play. The role-play will be co-facilitated and be no more than 30 minutes in length. Please see Appendix A for detailed instructions and a grading rubric. See course outline for due date.

Grading Scale

THE SCHOOL OF SOCIAL WORK DOES NOT UTILIZE A PLUS/MINUS SYSTEM. THEREFORE, IN YOUR GRADING SCALE PLEASE MAKE TOTAL CLASS POINTS EQUAL TO AN A, B, C, D, OR F.

TENTATIVE insert semester and year here SCHEDULE

Week	Topics	Readings	Assignment Due
1	Groups: Types and Stages of Development	Chapter 1	
2	Social Group Work and Social Work Practice	Chapter 2	
3	Group Dynamics: Leadership	Chapter 3	
4	Group Dynamics: Goals and Norms	Chapter 4	Exam 1
5	Verbal and Nonverbal Communication	Chapter 5	
6	Task Groups	Chapter 6	
7	Working with Diverse Groups	Chapter 7	
8	Self-Help Groups	Chapter 8	
9	Organizations, Communities, and Groups	Chapter 10	Exam 2
10	Educational Groups	Chapter 11	Group Proposal
11	Treatment Groups	Chapter 12	
12	Treatment Groups with Diverse and Vulnerable Populations	Chapter 13	
13	Termination and Evaluation of a Group	Chapter 14	
14	Termination and Evaluation of a Group	Chapter 14	
15	Group Role-Play	Chapter 1-14	Group Role Play
16	Group Role-Play	Chapter 1-14	Group Role Play
17	Final Examination		Exam 3

Appendix A



Key Assignment
SWK 315
Group Proposal Paper

This assignment will measure **Competencies 6, 7, 8, 9:**

Engage with groups

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. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Assess groups

Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical 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; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Intervene with groups

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-based interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical 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; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Evaluate practice with groups

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Objective:

The effort to set up an effective group is considerable. However, it is an essential component in facilitating a successful group. Well-run groups provide members with a safe place to give/receive feedback, gain interpersonal insight, and often heal from old wounds and unfinished business. The purpose of this paper is to provide you with an opportunity to conceptualize and design a group. To do this, you and your group will develop a group proposal (**NOTE: the number of group members are up to the teacher's discretion**).

Only 1 paper will be turned in. The paper will be no more than 8-10 pages in length. Use APA format including: title page, headers for each section, reference page, and a minimum of 3 academic references (i.e. peer reviewed journal, government website, and/or field related books no more than 10 years old).

It is important that every group member participate fully in the process. To make sure this happens each group member will independently turn in a **Group Feedback Form** on the date the paper is due. This **MUST** be filled out to get a grade for the assignment. All feedback will be confidential.

The following **BOLDED** sections will serve as level 1 headings in your paper.

a. **PLANNING (Competency 6)**

1. What type of group are you forming? The primary focus?
2. What is the theoretical basis for this group?
3. What is the purpose of the group?
4. What do you hope to achieve by this group?
5. What population will be served by the group?
6. How will you assess potential membership of the group?
7. Who will lead the group?
8. What organization will sponsor the group? How will you determine this is a good fit?
9. How will you recruit members?
10. What will be the group composition? How will members be selected?
11. What number of group members is best in order for the group to achieve its purpose?
12. Will the group be open or closed? Justify.
13. How will you orientate members to the group process?
14. What type of contracting would you do with members before the group began?
15. Where would you run the group?
16. What are some important physical, financial, and any additional special considerations when preparing the environment for the type of group you are developing?
17. What type of literature did you review to develop the group?

b. ENGAGEMENT (Competency 6)

1. How will you introduce group members?
2. Provide a brief statement on how you would explain the group's purpose.
3. How would you discuss your role? Your co-facilitator's role?
4. What ground rules do you feel that it would be important to develop?
5. How would you help members feel a part of the group when beginning the group?

c. ASSESSMENT (Competency 7)

1. What methods would you use for assessing group members? Explain why you feel these methods would be best for the type of group you are proposing.
2. What are some goals you feel would be important for this group to develop?
3. What type of contracting do you feel would be important for this group to do? Explain.
4. What obstacles do you anticipate when group members are working towards their goals? Explain.

d. INTERVENTION (Competency 8)

1. Depending on the type of group you are running, there are specialized methods used for the intervention stage. Explain and justify at least 2 intervention methods you would utilize when working with the following:
 - a) Individual group members
 - b) The group as a whole

e. EVALUATION (Competency 9)

1. Describe the process that will be used to evaluate the group.
2. How will you know that you have achieved what your objectives are?
3. Based upon your specific group, what feelings do you think group members will have regarding termination?
4. What are some ways that you can facilitate a positive group ending?

GROUP FEEDBACK FORM:

To make sure that everyone is participating equally in this project you will complete this form. This form will be individually turned in on the assignment due-date. Write the name of your group members in the numbered boxes. Then, assign yourself a value for each attribute mentioned. Finally, do the same for all group members and total the score for each person. Please be honest in your feedback. This will NOT be shared with other group members. Note: Everyone will have strengths and weaknesses in this group process. Therefore, it should be very rare that all participants get high marks on each attribute.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Name: _____

Attribute	Myself	1.	2.	3.	4.
Helped keep group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work.					
Participated in all required group activities.					
Total:					

Group Proposal Paper Grading Rubric

Student Name: _____

Content Areas	Capstone	Milestone	Benchmark
PLANNING (Competency 6 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all the questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing the questions and/or doesn't address all the questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of the questions asked in assignment details and/or doesn't address the questions. Total:
ENGAGEMENT (Competency 6 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
ASSESSMENT (Competency 7 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
INTERVENTION (Competency 8 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
EVALUATION (Competency 9 Knowledge, Values, Skills, Cognitive and Affective Processes)	Student thoroughly and clearly addresses all questions to provide a thorough discussion of this section based upon the assignment details. Total:	Student provides an overall average thoroughness in addressing all questions and/or doesn't address all questions discussed in assignment details of this section. Total:	Student doesn't provide a thorough discussion of all questions asked in assignment details and/or doesn't address all questions. Total:
Writing Style	Ideas within the group/individual paper are presented clearly; they are easily understood by the reader. Paragraphs are organized in a logical and straightforward manner. The paper has no grammatical, spelling, and/or	Most ideas within the group/individual paper are presented clearly and are able to be understood by the reader. Most paragraphs are organized in a logical and straightforward manner. The paper has a few grammatical, spelling, and/or punctuation errors. Most sentences are complete and most	Several ideas within the group/individual paper aren't presented clearly and aren't easily understood by the reader. Several paragraphs are not organized in a logical and straightforward manner. The paper has several grammatical, spelling, and/or sentences that aren't

	punctuation errors. Sentences are complete and paragraphs are an appropriate length. Total:	paragraphs are the appropriate length. Total:	complete. Several paragraphs aren't the appropriate length. Total:
APA Format	Student has adhered to the page requirements. No incorrect APA citations are present. Student has used appropriate subheadings. Student used a minimum of 3 academic references. Total:	Student's paper was the incorrect length and/or there were 1-2 APA errors and/or there was 1 inappropriate subheading. Student used 3 references but at least 1 wasn't academic. Total:	Student's paper wasn't the correct length and/or there were 3 or more APA errors and/or there were no headings (or inappropriate subheadings). Student didn't use 3 academic references and/or at least 2 weren't academic. Total:
Group Member Feedback Form	Turned in feedback form. Received feedback from group members that ranged in scores from 4-5. Total:	Turned in feedback form. Received feedback from group members that ranged in scores from 3-5. Total:	Received feedback from group members that ranged in scores from 1-5. Note: If feedback form is not turned in automatically get a zero for assignment. Total:
			Combined Total: ??/?

Group Facilitation: Class Role-Play

Objective:

This assignment is designed to provide you with an opportunity to co-facilitate a group. This group is designed to demonstrate the learning from the group proposal paper. It is expected the students will integrate their learning from the group proposal paper and demonstrate it in action through a 30 minute role-play. The following are specific items that must be completed to successfully run the group:

Prior to the group session:

1. Determine your co-facilitator (Note: This must be someone who was involved in your group proposal paper).
2. Decide which segment of the group you will facilitate (i.e. the beginning, middle, or ending stage of the group).
3. Select 4 students to be group members. Provide them with their roles and instructions prior to the group role-play.
4. Identify 1 group member to be resistant and disruptive in the group.

During the group session:

1. Prior to starting the group, the co-facilitators should discuss the following things with the class (**no more than 5 minutes in length**):
 - a) The purpose of the group.
 - b) The segment of the group they will be facilitating.
 - c) The person who will be resistant/disruptive during the group process.
2. The co-facilitators will lead a segment of the group (**no more than 25 minutes in length**). Note: each facilitator should have similar amounts of time in leading the group. Full points will not be given to groups that have 1 group member do all the talking). The following things should be demonstrated in the role play:
 - a) A clear purpose for the meeting.
 - b) Demonstration of effective verbal and nonverbal communication skills. These include: empathy, active listening, authenticity, and genuineness.
 - c) Effective in dealing with the resistive and disruptive group member by using techniques such as remaining calm, listening to the group member, and avoiding reacting too quickly.
3. Classmates will watch the group facilitation and complete a feedback form. This feedback will be incorporated into the group's final grade.

PEER EVALUATION OF GROUP FACILITATION

This evaluation is to be completed while the group facilitation is taking place. It is important to provide honest and accurate feedback. In order to do this, please do not provide your name on this evaluation.

5	Student uses this skill consistently and effectively.
4	Student demonstrates effective use of this practice skill most of the time.
3	Student understands this skill and offers evidence of appropriate use. More practice experience is required.
2	Student understands this skill, but shows little ability to implement it in practice.
1	Student demonstrates little understanding of this skill or its use in practice.

1. **Group Preparation** (executes group session that clearly indicates a connection to the purpose of the group and the stage of the group identified)

1 2 3 4 5

Comments: _____

2. **Group Participation** (engages members' participation, invites feedback, and responds to members' behaviors)

1 2 3 4 5

Comments: _____

3. **Group Process** (identifies, responds to, and facilitates group process)

1 2 3 4 5

Comments: _____

4. **Emotional Situations** (identifies and promotes group dynamics, allows emotional displays, tolerates silence, tension, and sadness, uses self)

1 2 3 4 5

Comments: _____

5. Leadership Techniques (utilizes facilitation techniques appropriately)

1 2 3 4 5

Comments: _____

6. Co-Facilitation Skills (co-leaders interact and share leadership responsibilities equitably)

1 2 3 4 5

Comments: _____

7. Communication Skills (eye contact, vocal projection, client-appropriate language)

1 2 3 4 5

Comments: _____

8. Interpersonal Skills (engaging/approachable, displays genuineness and warmth, relates with group members)

1 2 3 4 5

Comments: _____

9. Time Management (manages group time, completes group within 30 minutes, provides content/activities for entire group session)

1 2 3 4 5

Comments: _____

10. Professional Presentation (Wears professional attire)

1 2 3 4 5

Comments: _____

Total Score:

	/
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Group Facilitation Class Role-Play Grading Rubric

Student Name: _____

	Benchmark	Milestone	Capstone
Group Role-Play Facilitation	-Audience can't understand role-play because there is no sequence and/or student demonstrates little understanding of how to facilitate a group and/or student hasn't thoroughly prepared for the group session and/or student doesn't exhibit leadership techniques and/or student doesn't effectively co-facilitate the group and/or student doesn't present all parts of their selected session. Total:	-Audience has difficulty following role-play because group jumps around and/or student averagely demonstrates how to facilitate a group and/or student has averagely prepared for the group session and/or student does an average job exhibiting leadership techniques and/or student averagely co-facilitates the group and/or student doesn't present all parts of their selected session thoroughly. Total:	-Group is facilitated in a logical sequence which the audience can follow and group presents thoroughly all parts of their selected session. It is evident that the group was well-prepared for prior to the session. Student does an exceptional job exhibiting leadership techniques and co-facilitation techniques. Total:
Professional Presentation	-Facilitator is obviously anxious and cannot be heard or monotone with little or no expression and/or their rate of speech makes it difficult to understand the speaker and/or student mumbles, incorrectly pronounces terms and/or reads all or most of the material with no eye contact and/or student is in sweatpants, yoga pants, or something similar. Total:	-Clear articulation but not as polished and/or slightly uncomfortable at times and/or rate of speech is mostly consistent and appropriate for the role-play and/or student pronounces most words correctly and/or student maintains eye contact most of the time but frequently returns to notes and/or student is dressed in business-casual attire. Total:	-Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group and correct, precise pronunciation of terms and maintains eye contact; seldom returning to notes and role-play is like a planned conversation and student is dressed professionally. Total:
Peer Evaluation of Group Facilitation	Received feedback from peer evaluations that ranged in scores from 4-5. Total:	Received feedback from peer evaluations that ranged in scores from 3-5. Total:	Received feedback from peer evaluations that ranged in scores from 1-5. Total:
Length of Presentation	-Over 4 minutes of the allotted time for presentation. Total:	-Within 3 minutes of the allotted time. Total:	-Within 2 minutes of the allotted time. Total:
Combined Total:			/pts

Change Course Proposal Form

Submitted on 03/09/2018 by Amanda Keys (AmandaKeys@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

SWK420 Social Work Practice with Groups and Families

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

SWK 420 Social Work Practice with Groups and Families

Prerequisite: admission to the BSW program; and SWK 307 and SWK 314 and SWK 326. Offers basic principles of group and family (G/F) interventions with a generalist practice foundation. Contrasts G/F with other forms of social work practice. Reviews skills required to conduct clinical and task groups. Overviews skills needed to work with families. Emphasizes cultural diversity and ethical parameters when offering G/F services. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

SWK 420 Social Work Practice with ~~Groups and~~ Families

Prerequisite: admission to the BSW program; and SWK 307 and SWK 314 and SWK 326. Offers basic principles of ~~group and~~ family (~~G/F~~) interventions with a generalist practice foundation. Contrasts ~~G/F~~ families with other forms of social work practice. ~~Reviews skills required to conduct clinical and task groups.~~ Overviews skills needed to work with families. Emphasizes cultural diversity and ethical parameters when offering ~~G/F~~ family services. 3(3-0) F

What is changing? Check all boxes that apply.

- | | | | |
|---|--|---|---------------------------------------|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (<u>Check Availability</u>) | <input checked="" type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input checked="" type="checkbox"/> Description | |

Reason for proposed change

This course is being separated into two courses. The BSW Program felt that there was too much information to cover in only one semester.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

Explain.

The BSW curriculum outcomes will not be affected. However, half of the learning outcomes for this course will be moved to SWK 314: Social Work Practice with Groups.

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty?
(MM/DD/YYYY)

03/08/2018

Current Status:

College Council Review

Proposal Progress:

03/14/2018 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.

[Copy As New Proposal](#)

MAKE YOUR

MENT™

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