

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number SOCW 361 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course – See documents provided

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
	Change to a Course									
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UVAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UVAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

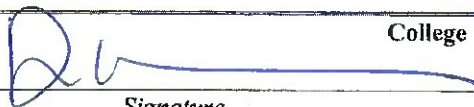
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	3/2/21 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-3-2021 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	3-3-2021 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	SOCW361
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Katelin East
2	Course Instructor	Various
3	Course Title	Pre-Practicum Orientation
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	CEHS
6	Department or School	School of Social Work
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	2
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Pre-practicum orientation will prepare social work majors for their impending field practicum with specific focus on simulation experiences, community engagement and feedback from local social workers, and professional development in partnership with the ACU Career Center.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Students will have interviewed and been accepted into the School of Social Work, and will have completed SOCW 230, SOCW 250, SOCW 327 and SOCW 329. Students must take this course prior to beginning their field practicum.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? ALL
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2023

24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Prior to the development of this course, the School of Social Work degree plan already allowed for five flexible credit hours. This course, plus the development of two others, will now utilize that credit hour flexibility in the degree plan. Please see attached revised degree plan for additional information.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Two ACU School of Social Work faculty obtained an Experiential Learning Development Program (ELDP) grant from the Adams Center and the Experiential Learning Center. The goal of the grant proposal was to reimagine curriculum in a way that better prepares our senior level students for their 400 hour clinical practicum in a social service agency under the supervision of a seasoned social work practitioner. A primary requirement of the ELDP grant was to ensure any proposed experiential learning activities be required within the degree plan.

The goal of this course is to enrich and magnify experiential learning already at work in the School of Social Work, while also hopefully creating a new bridge between identified gaps in our education framework. A primary gap noted for our students was the lack of a "bridge" to their field practicum. Faculty identified that many students struggled to enter in feeling fully prepared to navigate a demanding professional setting. This course provides a variety of SIM experiences meant to teach and model the

necessary skills needed by a social work practitioner in a setting more closely resembling environments they will inhabit as interns. Additionally, students will partner with the ACU Career Center to receive professional advising and resume development as they prepare for their future.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

To inform our course goals, the School of Social Work is utilizing the stated goals of the Experiential Learning Initiative. As part of this course, students will achieve the following objectives

- **Student Centered Learning:** Students will spend much of their time in this course engaged in small group work, eliciting feedback from the professor and community social workers. Students will be encouraged to give guidance to the course by identifying what they feel is important as part of their preparation to enter the field.
- **Problem Solving:** Much of the SIM Lab experience places emphasis on problem solving and critical thinking. Students will be given scenarios with "clients" who are unfamiliar to them, and be asked to demonstrate their capacity and skill at utilizing their training up to that point.
- **Risk of Failure:** Much of this work will be recorded and reviewed as a class. This increases the student's vulnerability to visible mistakes and critical but constructive feedback from peers and faculty members.
- **Change of Setting:** Our hope is for the SIM lab to be a new environment not yet utilized by our students until they are upperclassmen. Additionally, we hope to partner with the Career Center, which many of our students have not visited. Finally, we hope to take a few community "field trips" to see professional social workers out in the field at work.
- **Reflection:** After the completion of each SIM experience, students will complete a guided reflection on their own growth and development as a result.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	EPAS Competency 1: Demonstrate Ethical and Professional Behavior. <i>Understand how their personal experiences and affective reactions influence their professional judgment and behavior.</i>	Self-Care Development and Plan
2	EPAS Competency 1: Demonstrate Ethical and Professional Behavior. <i>Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</i>	Discussion Board Posts, Resume Submission

3	EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. <i>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.</i>	Personal Assessment and Reflection
4	EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. <i>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.</i>	Personal Assessment and Reflection
5	EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. <i>Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals</i>	Personal Assessment and Reflection

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Jones, N.P. & Hitchcock, L. (2019). Professionalism for Community-Engaged Learning Student Workbook. Birmingham, AL:LIH Consulting.

ACU Baccalaureate Social Work Program Field Handbook. (2017). Abilene, TX: School of Social Work

B. full publication information; label **Graduate**.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

ABILENE CHRISTIAN UNIVERSITY
SCHOOL OF SOCIAL WORK

SOCW 361 Pre-Practicum Orientation

Course Number: SOCW 361	Instructor: TBD
Semester: Spring 2022	Email: TBD
Class Time: Friday 11:30 am – 1 pm	Phone: TBD
Class Location: TBD	Office Hours: TBD

Mission Statements:

The mission of **Abilene Christian University** is to educate students for Christian service and leadership throughout the world.

CEHS Mission Statement:

The mission of the Abilene Christian University College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

The **Abilene Christian University School of Social Work** seeks, within the context of a Christian higher education institution, to prepare graduates as effective and ethical professionals who incorporate best evidence in practice; promote social justice for vulnerable persons everywhere through service and leadership roles; and, advance social work knowledge through research and other scholarly activities.

School of Social Work Goals:

- To prepare students for generalist practice from an evidence based perspective;
- To prepare graduates for leadership in the social work profession and in social welfare organizations;
- To instill in students an appreciation of human diversity that inform their practice behaviors; and
- To contribute to the knowledge base for evidence-informed social welfare programs and social work practice.

Catalog Course Description:

SOCW 361. Pre-Practicum Orientation. (2 hours), spring. Pre-practicum orientation will prepare social work majors for their impending field practicum with specific focus on simulation experiences, community engagement and feedback from local social workers, and professional development in partnership with the ACU Career Center.

Course Prerequisites:

Students will have interviewed and been accepted into the School of Social Work, and will have completed SOCW 230, SOCW 250, SOCW 327 and SOCW 329. Students must take this course prior to beginning their field practicum.

Course Goal and Objectives/Competencies:

The goal of this course is for students to expand their real-life experiences in a community agency as they relate to personal *and professional* settings, and to critically examine and improve their professional practice skills. The field practicum course is guided by educational objectives designed to measure student progress toward competency for generalist practice upon graduation. The objectives focus on core areas of social work practice as adopted and supported by the School of Social Work, the Council on Social Work

Education, the National Association of Social Work, and state licensing/certification bodies..

Competencies Met:

EPAS Competency 1: Demonstrate Ethical and Professional Behavior. *Understand how their personal experiences and affective reactions influence their professional judgment and behavior.* Related Assignments: Supervisor Interview, Self-Care Plan

EPAS Competency 1: Demonstrate Ethical and Professional Behavior. *Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.* Related Assignments: Discussion Board Posts, Resume Submission

EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. *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.* Related Assignments: Personal Assessment and Reflection #1

EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. *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.* Related Assignments: Personal Assessment and Reflection #2

EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. *Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.* Personal Assessment and Reflection #3

Teaching Methods:

Teaching will occur through face to face instruction in weekly class meeting. Additionally, the class will feature guest speakers, small group discussions, agency site visits, and utilization of a SIM lab for practice experience.

Use of Technology. This course uses Canvas, an online course management site.



Access to this system is through the **canvas** icon on your home page for myACU. All assignments submitted through Canvas are subject to be reviewed by Turnitin software for potential academic integrity issues. Students can access technology support through Team 55 at www.acu.edu/team55 or 325-674-5555. Additionally, the ACU Library Commons and the Learning Studio (2nd floor of Library) have computers with technical assistance.

CLASS POLICIES

Assignments. Assignments should be turned in with correct spelling, punctuation, and grammar. All students are encouraged to seek additional writing assistance through the University Writing Center at <http://blogs.acu.edu/writingcenter/>. The format required for each assignment is provided in the assignment description. Additionally, Grammarly is an additional resource for students.

Class Participation and Use of Technology in Class. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and

exercises. When students are in attendance via Zoom, cameras must be turned on. Due to the nature of this course, students are expected to only utilize technology when explicitly stated by instructors. The primary emphasis of the class is engagement in practice simulation, and therefore minimal distraction is necessary. Other instructional methods will include small groups activities, socratic discussion, and guest speakers.

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. The instructor will only send and receive emails from the students' ACU email address. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response.

Referrals to the Student Opportunities, Advocacy, and Resources (SOAR) Program. Students may be struggling in a course for many different reasons. When this occurs, the instructor may choose to recommend the student to the SOAR Program for additional assistance. Students may be recommended for several reasons that include, but are not limited to: excessive absences, consistently late/incomplete assignments, personal/family crises and/or unusual changes in behavior that may impact performance in and out of the classroom. In most cases, the instructor will attempt to notify the student prior to recommending to the SOAR Program with the specific reason(s) why he/she is recommending. For more information, please visit: www.acu.edu/soar

Housing/Food Insecurity Statement. Your well-being is important to us, and we understand that there can be outside circumstances that affect your ability to access basic needs. If any student is having difficulty accessing sufficient food on a daily basis, or is lacking a safe and stable place to live, the faculty and staff in the School of Social Work are very dedicated to providing support. We deeply care about the student as a whole person, and do not want any students in our program to consistently experience unstable housing, food insecurity, or a lack of essential items needed to thrive academically. Therefore, any student who experiences these circumstances and believes this may impact academic performance, can freely disclose the situation to a faculty or staff member within the School of Social Work Student without judgement. We are committed to helping locate resources to help and/or working closely with the Student Life Office or the SOAR program to support students as needed.

GENERAL UNIVERSITY POLICIES

ACU Anti-Harassment Policy and Title IX. Title IX is the federal civil rights law that prohibits sex discrimination, sexual harassment, and sexual assault within the education system. Abilene Christian University's Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which dignity of every individual is respected. If you or someone you know have been harassed or assaulted, ACU has a reporting process available on the ACU website (www.acu.edu/titleix). It is important to note that all faculty and staff are considered "Responsible Employees" meaning they are mandated by state law to report the incident to university officials if a student discloses the situation to them.

The University Academic Integrity Policy. Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit

to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Services for Students with Disabilities. Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should notify the instructor at the beginning of the semester and will be required to provide/obtain a letter that documents the accommodations from the Office of Student Disability Services. For more information, visit <https://www.acu.edu/alpha>.

Required Text and Course Materials:

Jones, N.P., & Hitchcock, L. (2019). Professionalism for Community-Engaged Learning Student Workbook. Birmingham, AL:LIH Consulting.

ACU Baccalaureate Social Work Program Field Handbook. (2020). Abilene, TX: School of Social Work

Requirements of the Course:

You will be expected to complete the following course requirements:

1. Class Participation and Attendance

In a class applying professionalism and practice, class participation is extremely important and is expected regardless of the size of the class. Students who miss more than three (3) seminar classes may be dropped from the course per the university's withdrawal policy or receive a letter grade deduction. In addition, three tardies will equate to one unexcused absence.

Percentage of course grade related to class attendance and participation: 10%

2. Personal Assessment and Reflection

A critical component of this class is participation in SIM Lab opportunities, observed by social work faculty and community social workers. Students will have the opportunity to receive feedback from their observers, and to ask questions intended to help them improve their skills. Additionally, all SIM sessions will be recorded. Students will watch the recordings and complete a self-assessment of their skills, as well as apply the feedback provided by the social work professionals.

Please see Appendix A for details and rubric.

Percentage of course grade related to Personal Assessment and Reflection: 30%

3. Discussion Board Posts

Periodically, the instructor will post questions to the class Canvas Discussion board. Students will respond to the instructor's prompt, as well as interact with other students' posts.

Percentage of course grade related to Discussion Board Posts: 20%

4. Resume

Students will complete a professional resume as part of their application packet for field practicum.

Please see Appendix B for details and rubric.

Percentage of course grade related to the Resume Submission: 15%

5. Self-Care Plan

Students will complete a Self-Care plan to provide guidance and accountability prior to beginning their field practicum.

Please see Appendix C for details and rubric.

Percentage of course grade related to Self-Care Plan: 10%

6. Supervisor Interview

Students will meet with their future supervisor to discuss expectations for the following year. Students will then complete a summary paper to be shared with both the course instructor and supervisor communicating the student and supervisor's understanding of the upcoming field practicum, and the roles and responsibilities of each.

See Appendix D for guidelines and rubric.

Percentage of course grade related to the Reaction Papers: 15%

Grading Policy and Philosophy:

The percentage of your total class grade for each of the evaluation areas is as follows:

Class Participation/Attendance	10%	Course grades will be awarded as follows: A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 and below
Personal Assessment and Reflection	30%	
Discussion Board Posts	20%	
Resume Submission	15%	
Self-Care Plan	10%	
Supervisor Interview	15%	
Total	100%	

Course Outline:

	In Class Work	Assignments Due
Week 1	Identifying our Anxieties	Discussion Board Post #1
Week 2	Panel Presentation -- Former Field Students "What I wish I had known" Panel Presentation -- Current Field Supervisors "What I want students to know before beginning their field practicum"	Discussion Board Post #2
Week 3	Skill Development - Engagement	
Week 4	SIM LAB	Personal Assessment and Reflection #1
Week 5	Skill Development -Assessment	
Week 6	SIM LAB	Personal Assessment and Reflection #2
Week 7	Professional Self-Assessment Technology Footprint Resume Development Guest Speaker - ACU Career Center	Complete Resume Discussion Board Post #2
Week 8	No class - students will meet with BSSW Field Instructor for pre-placement interviews	
Week 9	SPRING BREAK	
Week 10	Skill Development - Intervention	
Week 11	SIM Lab	Personal Assessment and Reflection #3
Week 12	Suicide Intervention Training	Discussion Board Post #3
Week 13	Self-care	Self-Care Plan
Week 14	Part One of BSSW Field Orientation	Future Supervisor Interview
Week 15	Part Two of BSSW Field Orientation	Discussion Board Post #4

Appendix A

Personal Assessment and Reflection

As part of the SIM experience, students will reflect on their performance during the class SIM lab, as well as integrate the feedback received from community social workers. A successful paper will include the following, typically totaling 3-4 pages:

1. Discuss what you feel went well in your work today. What skills did you demonstrate that you feel proud of? Is this congruous with your feedback from the social work professional?
2. What skills do you feel need continued work? What critical feedback did you find to be the most helpful?
3. Discuss the experience of completing a SIM experience. What part felt the hardest? What felt the most natural?
4. What parallels can you draw between your experience in the SIM lab and the client experience?
5. What is your plan to continue to grow in this area of practice work?

After completing their own self-assessment, students will review their peers' assessments, and provide feedback via Canvas. Instructor will assign the final grade.

Rubric

4	3	2	1
Writing is clear, professional, and free of grammatical and spelling errors	Writing is clear, but grammatical and/or spelling errors are present	Writing is jumbled, spelling and grammatical errors are present	Writing is difficult to follow; no apparent proof-reading is evident; spelling and grammar errors exceed five in number
All questions are addressed in a way that demonstrates critical thinking and insightfulness. Language is clear and concrete.	One question is not addressed, but otherwise all content is included.	Some questions lack depth and insightfulness. More than one question is not addressed.	More than three questions are not addressed. Writing is ambiguous and vague. No critical thinking is evident.
A plan for improvement is given, including steps needed by the student to improve.	A plan for improvement is given, but needed steps are lacking in clarity.	A plan for improvement is referenced, but not provided. Steps are vague and ambiguous, and not measurable.	No plan is referenced or provided.
Feedback given to peer partner is	Feedback is provided to peer	Feedback to peer partner is	No peer-partner feedback is given.

respectful, compassionate, and detailed.	partner, but is lacking professional verbiage and/or tone.	minimal - phrases such as "Good job" or "Nice work" are used instead of concrete and measurable suggestions/affirmations.	
Total Points possible: 16			

Appendix B

Resume

Students will complete a resume as part of their pre-placement package.

This is a two step - process:

- 1) Students will integrate advice and instruction from ACU Career Center as part of an initial draft.
- 2) Students will bring draft to class for peer workshops and receive feedback from cohort. Once completed, students will schedule a time to meet with ACU Writing Center to receive final edits and feedback before turning in the completed final PDF to class Google Drive.

Resume is free of spelling and grammatical errors	20
Resume follows guidelines given by ACU career center	30
Evidence of partnership with ACU Writing Center is provided	15
Draft is IN HAND, ready for review, on peer workshop day	15
Final PDF of resume is submitted on time to class Google Drive	20
Total	100

Appendix C

Self-Care Plan

Students will complete the "Self-Care Assessment" and "Self-Care Plan Worksheet", provided on Canvas. Time will be given in class for the assessment, and the worksheet will be completed on the student's own time.

Rubric

Self-Care Assessment is used to inform activities identified in Worksheet as goals	25
If students choose to write in answers on worksheet, writing is legible and clear	25
No grammar or spelling errors present	25
Self-care goals and practices are measurable and attainable, in accordance with class discussion and activities	25
Total	100

Appendix D

Supervisor Interview

By the end of the spring semester, students will likely be matched with a field placement for the following academic year. To help ensure professional communication and initiative, students will reach out to their future supervisor and schedule a time to discuss their upcoming field placement. (This is in addition to, not a replacement for, their placement interview). Students will be responsible for asking questions to solicit a clear understanding of their supervisor's expectations for their work next year. Additionally, students should identify the roles and responsibilities of their supervisor at their placement as well.

Questions to include, but are not limited to:

- 1) Student start-date
- 2) Necessary training to be completed
- 3) Supervisor's prepared method of communication
- 4) Supervision expectations
- 5) Any days or times that student should be a placement if at all possible
- 6) Student's proposed schedule
- 7) A typical day for supervisor
- 8) Student goals for year
- 9) Key people for student to check in with should supervisor not be available
- 10) Agency policies and procedures
- 11) Safety Training/Protocol
- 12) Remote field hour opportunities should student be unable to attend in person

Remember, this is your opportunity to find out all that you can about your roles and responsibilities at your agency! And, perhaps even more critically, begin to build a relationship with your Field Instructor. Once completed and graded by the instructor, students will send a copy of the paper to their Field Instructor.

A strong paper will demonstrate:

4	3	2	1
Writing is clear, professional, and free of grammatical and spelling errors	Writing is clear, but grammatical and/or spelling errors are present	Writing is jumbled, spelling and grammatical errors are present	Writing is difficult to follow; no apparent proof-reading is evident; spelling and grammar errors exceed five in number
All questions are addressed in a way that demonstrates critical thinking and insightfulness. Language is clear and concrete.	One question is not addressed, but otherwise all content is included.	Some questions lack depth and insightfulness. More than one question is not addressed.	More than three questions are not addressed. Writing is ambiguous and vague. No critical thinking is evident.

Questions are addressed in narrative format	Paper reads as a back and forth interview, but all content is present	Student just lists question and responses, leaving out clarifying or concrete information	Paper follows no formal format, and is difficult to follow. Unclear how thorough student was in question asking/recording
Total: 12			

Katelin East
Hardin Administration Bldg, 104B
Abilene Christian University
Abilene, TX 79699
203-460-6273

Feb 24, 2021

Re: Review of SOCW361 Pre-Practicum Orientation

Dear Professor East,

Thank you for submitting the application for course SOCW361 Pre-Practicum Orientation. I reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except these items:

- You may want to add a section called “unique Christian perspective” explaining how the Christian faith is integrated in the course.
- Instructor information is missing. You may need to add it when it becomes available.

You can make the change yourself. There is no need to bring the syllabus back for another review.

The course has exemplary course policies, including technology, SOAR referral, and housing/food insecurity statement. Thank you for the great work.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 2, 2021
TO: Katelin East
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for SOCW 361 – Pre-Practicum Orientation

After reviewing the course proposal and course syllabus, the library does have adequate resources to support the proposed course. Thank you for letting us review the course proposal.