

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: SOCW 449 or Degree Plan(s):

We propose adding this course to our degree plan to meet the requirements of our accrediting body and practice skills for the profession. It has been a gap in our curriculum.

		Dean / School	College	Dean	TRC	ATIAC / Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	Provost	Assoc./Grad	Provost	Faculty	Assoc. VDA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	Assoc./Grad	Provost	ITCPC	University Faculty	Assoc. VDA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)



02/14/25

Chair Signature

Date



02/14/25

Program Director Signature

Date

College Academic Council(s)



03/07/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



03/10/2025

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

Campus Academic Council:

Abilene Undergraduate or Abilene Graduate

Signature	Date
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Provost

Signature	Date
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University General Education Council

Signature	Date
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University Faculty

Abilene Faculty Senate Chair signature	Date
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Dallas Faculty Council Chair signature	Date
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Senior Vice President for Academic Affairs

Signature	Date
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President

Signature	Date
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Abilene New Course Application

Course ID (<i>Subject Code and Number</i>)	SOCW 4 49
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Rachel Slaymaker & Katelin East
B	Course Instructor	Stephanie Hamm/BSSW Faculty
C	Course Title	Practice II: Intervention & Evaluation with Individuals & Groups
D	Course Abbreviation for Banner if title is more than 30 characters	Practice II
E	College	CHBS - Health and Behavioral Sciences
F	Department or School	SSW - School of Social Work
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3

G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture (LEC) See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3
M	Grading Mode	Standard
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	Students will explore practice behaviors associated with intervention and evaluation components of the planned change process within multi-level practice settings. This course emphasizes methods of identifying, analyzing, and implementing evidence-informed interventions. Students will also apply culturally responsive perspectives in evaluating outcomes.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	SOCW 447
Q	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)	
R	If the course is cross-listed, specify the subject code and course number of the other course	

S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	No
T2	Will the course be offered in spring terms?	Yes, every year
T3	Will the course be offered in summer terms?	No
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	Yes If yes, submit a separate completed curriculum proposal to change the program(s).
W	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 If yes, provide rationale:
X	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 If yes, provide course ID, term, and enrollment:
Y	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.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
 - a. This course effects the new proposed degree plan in that it adds three credits, which will replace credit lost from closing a course.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
 - a. We currently have a practice course that meets the requirements to teach micro practice (practice with individuals), but not a course that meets the requirements to teach mezzo practice (practice with family and groups). This course meets those requirements. Additionally reports from the field of social work (alumni, field practicum supervisors, and hiring agencies) suggest our graduates need more skills in leading groups and working with families. This course meets that need.

3. Course Design

- A. Audience and Course Goal
 - 1. Describe the intended audience, including prerequisite skills.
 - i. *This course is intended for BSSW students who are preparing for their practicum experience.*
 - ii. *Prerequisite skills include integration of theory and interviewing*
 - 2. State the overarching course goal(s) in performance terms.
 - i. The goal of this course is to introduce evidence-informed and culturally responsive decision-making strategies when selecting an intervention for individuals, families, and groups and apply relevant strategies within the planned changed process. This course includes accreditation competencies 1, 2, 3, 4, 8, 9

B. Student Learning Outcomes and Measurements

Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
C1.D3. Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	IPE Simulation & Group Analysis Paper
C2.D3. Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	Journal Article Evaluations Family Case Study Analysis
C3.D1. Understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.	Skills Video Case Study Consultation
C4.D2. Use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.	Generalist Intervention Presentation Case Study Consultation

C8.D1. Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.	Generalist Intervention Presentation Skills Video
C8.D2. Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.	IPE Simulation & Group Analysis Paper
C8.D3. Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	IPE Simulation & Group Analysis Paper
C8.D4. Facilitate effective transitions and endings.	IPE Simulation & Group Analysis Paper
C9.D1. 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.	Journal Article Evaluations Case Study Consultation
C9.D2. Evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.	Journal Article Evaluations Endings & Agency Outcome Reporting Paper Case Study Consultation
C9. D4. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.	IPE Simulation and Group Analysis Paper
C9.D5. Use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Endings & Agency Outcome Reporting Paper Case Study Consultation

C. 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**.
 - B. Cox (2020). Essentials of Social Work Practice: A Concise Guide to Knowledge and Skill Development. Cognella Academic Publishing.
 - C. Wong (2022). Which Evidence-Based Practice Should I Use? A Social Worker's Handbook for Decision Making. Cognella Academic Publishing.

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

4. 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.
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 1Y. 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 2B.

Updated 8/19/2024

SOCW 449: Practice II: Intervention & Evaluation with Individuals & Groups

ACU School of Social Work

Katelin East, LMSW
Hardin Administration 108/325-674-2072
Email or call to schedule an office visit
kpc05a@acu.edu@acu.edu

Catalog Description: Students will explore practice behaviors associated with intervention and evaluation components of the planned change process within multi-level practice settings. This course emphasizes methods of identifying, analyzing, and implementing evidence-informed interventions. Students will also apply culturally responsive perspectives in evaluating outcomes. Prerequisite: SOCW 447.

This is a 3-credit course to be offered every fall semester. Time slot, TBA.

Intended Audience: This course is intended for BSSW students who are preparing for their practicum experience.

Mission Statements

School of Social Work Mission Statement

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.

BSSW Program Mission

The mission of **the Abilene Christian University Bachelor of Science in Social Work Program** is to educate students for competent, entry-level, generalist social work practice which integrates Christian and personal faith to contribute to the knowledge base of the profession, and to play active leadership roles in effective service delivery systems.

CHBS Mission Statement

The mission of the College of Health and Behavioral Sciences is to prepare students for Christian service and leadership with a collaborative commitment to holistic health and wellness by means of high-quality professional and pre-professional programs.

ACU Mission Statement

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

Unique Christian Perspective

Christianity and faith are about honoring the inherent worth and dignity of every individual as part of God's diverse creation. Recognizing the intersectionality of identities—such as race, ethnicity, gender, sexual orientation, socio-economic status, and faith tradition—is essential. In this class and faith-based learning community, this course provides opportunities for meaningful dialogue, cross-cultural understanding, and mutual enrichment, reflecting the values of love, empathy, and justice central to Christian teachings.

Course Content

Outline of topics: This course addresses evidence-informed, culturally sensitive, and methodologically sound approaches to decision-making, intervening, and evaluating practice with individuals, families, and groups. The role of the social work practitioner in implementing relevant generalist interventions and the connections to research quality will also be explored.

Format of Class/Teaching Methods: This course will be conducted in an active learning environment. Each class module will consist of a weekly reading assignments, lecture, and group discussions.

Instructional Materials

Required Textbooks:

Cox (2020). Essentials of Social Work Practice: A Concise Guide to Knowledge and Skill Development. Cognella Academic Publishing.

Wong (2022). Which Evidence-Based Practice Should I Use? A Social Worker's Handbook for Decision Making. Cognella Academic Publishing.

Other materials: Other required and supplemental resources are provided in Canvas.

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

Learning Outcomes

Course Goal: The goal of this course is to introduce evidence-informed and culturally responsive decision-making strategies when selecting an intervention for individuals, families, and groups and apply relevant strategies within the planned changed process.

Competencies: To demonstrate that students have mastered the goals of this course, they must meet or exceed the following competencies (as determined by the Council of Social Work Education or CSWE):

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 1: Demonstrate Ethical and Professional Behavior	Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	IPE Simulation & Group Analysis Paper
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	Journal Article Evaluations Family Case Study Analysis
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.	Skills Video Case Study Consultation
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.	Generalist Intervention Presentation Case Study Consultation
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.	Generalist Intervention Presentation Skills Video
	Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.	IPE Simulation & Group Analysis Paper
	Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	IPE Simulation & Group Analysis Paper

	Facilitate effective transitions and endings.	IPE Simulation & Group Analysis Paper
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	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.	Journal Article Evaluations Case Study Consultation
	Evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.	Journal Article Evaluations Endings & Agency Outcome Reporting Paper Case Study Consultation
	Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.	IPE Simulation and Group Analysis Paper
	Use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Endings & Agency Outcome Reporting Paper Case Study Consultation

Course Policies and Expectations

Ethical Responsibility. Students are expected to demonstrate professional social work behavior and to adhere to the N.A.S.W. Code of Ethics. Evaluation of this course requirement will consider the student's quantity and quality of helpful participation and engagement in the course.

Professional Responsibility. Professionalism is reflected in completion of work in a timely manner. Complete all required reading assignments. Demonstrate knowledge of course material through participation in class discussions & exercises. In this course, late work is not accepted (this includes quizzes and in-class assignments). In order to demonstrate equity, there will be no extra credit opportunities, unless it benefits the entire class.

Assignment Submissions. Assignments must meet acceptable graduate-level writing standards. It is expected that all outside written assignments will be submitted via Canvas unless an exception is given in advance. You are encouraged to utilize the Writing Center. All written assignments must be written APA style. Some written work may be required to be turned in and archived on Canvas by Turnitin.com.

Assignments submitted through Turnitin must have a maximum score of 20%. Papers with scores over 20% will not be accepted (and treated as though they have not been turned in).

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve their understanding of course content. The instructor can meet with students during office hours or by appointment.

Course Requirements

Journal Article Evaluations

Students will evaluate at least two selected journal articles, critique the quality of the research, and determine if and how they might implement the intervention in their practice. Assignment 1 addresses a common intervention, and Assignment 2 emphasizes an intervention specific to a marginalized population.

Generalist Intervention Presentation

Students will present on an assigned generalist intervention model and should include a brief literature review of research that supports and discounts the intervention. They will also provide suggestions on how to use the intervention in both the individual and group levels of practice.

IPE Simulation & Group Analysis Paper [competency 8 curricular artifact]

Students will participate in an interprofessional education (IPE) simulation involving multiple professions. They will then provide a group analysis of the experience and focus on how their intervention was selected for the client(s).

Family Case Study Analysis

Students will review a movie and develop a case study based on the movie that focuses on one of the aspects addressed in the Cox textbook (e.g., family resiliency, family systems and structures, communication, etc.).

Skills Video [Competency 6 curricular artifact]

Students will submit a video documenting their ability to implement an assigned intervention and provide a self-assessment of their abilities. While engagement skills (e.g., listening, empathy, etc.) will be briefly addressed, the self-assessment should primarily focus on the assigned intervention within the planned change process.

Endings & Agency Outcome Reporting Paper

Students will write a paper applying the ending/termination phase in an assigned case study. The purpose of the paper is to analyze the role of self in practice, abide by ethical guidelines, and focus on documentation linked to agency outcome reporting.

Oral Comprehensive Final: Case Study Consultation

Students will be provided a detailed case study and specific prompts they must respond to based on the course content. They will be given ample time to prepare before meeting one-on-one with the instructor to describe how they would integrate course content into practice, apply content to the case study, and utilize supervision and consultation in relevant ways.

Assessment and Grading

Assessment Activities	Weighting
Journal Article Evaluations (2)	15%
Generalist Intervention Presentation	15%
IPE Simulation & Group Analysis Paper	15%
Family Case Study Analysis	10%
Skills Video	10%
Endings & Agency Outcome Reporting Paper	10%
Oral Comprehensive Final: Case Study Consultation	25%
Total	100%

Final grade calculation: The table below indicates how final grades are defined.

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

Course Outline

Every attempt will be made to adhere to this schedule; however, because of unforeseen circumstances, some changes may become necessary.

Week	Content	Readings/ Assignments
Week 1	The Profession of Social Work and Evidence-Based Practice	Chapter 1 (Cox) Chapters 1 (Wong)

	Review of the Planned Change Process	Canvas Readings
Week 2	Common Interventions in Generalist Practice Cultural Humility and “Client as Expert”	Chapter 2 (Wong) Canvas Readings
Week 3	Overview of Accessing Research on Interventions Research Designs and Hierarchy of Evidence	Chapters 3 & 4 (Wong) Canvas Readings
Week 4	Research Designs and Hierarchy of Evidence (Continued) Critiques of Evidence-Based Practice Evidence-Based vs. Evidence-Informed Practice	Chapter 1 (Pyrzczak) in Canvas Journal Article Evaluation 1
Week 5	Critiquing Evidence-Based Practice for Marginalized Groups	Chapter 5 (Wong) Preface & Chapter 1 (Padilla et al.) in Canvas Journal Article Evaluation 2 (ADEI)
Week 6	Clinical Expertise & Practice Wisdom Decision-Making & Selecting the Best Intervention	Chapters 6 & 7 (Wong) Canvas Readings
Week 7	Interventions with Individuals	Chapter 6 (Cox) Canvas Readings Generalist Intervention Presentation
Week 8	Social Work Practice with Groups	Chapter 7 (Cox) Canvas Readings IPE Simulation & Group Analysis Paper (Mid-Term)
Week 9	Social Work Practice with Families	Chapter 8 (Cox) Canvas Readings Family Case Study Analysis
Week 10	Motivational Interviewing Narrative Approach	Chapter 9 (Cox) Canvas Readings

Week 11	Solution-Focused Practice	Chapter 9 (Cox) Canvas Readings
Week 12	Cognitive-Behavioral Interventions	Chapter 9 (Cox) Canvas Readings Skills Video
Week 13	Endings Ethical Guidelines for Termination	Chapter 10 (Cox) Canvas Readings
Week 14	Evaluation of Practice at Multiple Levels	Canvas Readings Endings & Agency Outcome Reporting Paper
Week 15 & 16	Importance of Supervision, Consultation, & Life-Long Learning	Chapter 11 (Cox) Oral Comprehensive Final: Case Study Consultation

Appendix A:

School of Social Work (SSW) Syllabi Statements and Policies

Land Acknowledgement Statement

The ACU School of Social Work acknowledges that we are gathered on the unceded land of the Jumanos and Numunuu (Comanche) peoples. Join us in acknowledging these Indigenous communities, their elders both past and present, as well as future generations. We also acknowledge that it was founded upon exclusions and erasures of many Indigenous peoples, including those on whose land this institution is located. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism.

--Developed from: Felicia Garcia (Chumash), M.A. Museum Studies, New York University, 2018

<http://landacknowledgements.org/>

For more information, refer to "Sovereignty, Rights, and the Well-Being of Indigenous Peoples Living in the United States" in Social Work Speaks: NASW Policy Statements, 2021-2023 (12th Edition). Washington, DC: NASW Press, 2021.

Caution on Controversial Language and Course Content

The field of social work is one that gives practitioners an opportunity to step into the world in which clients and consumers of social work services find themselves. Because individuals and families meet

social work services during some of the hardest times in their lives, social workers are confronted with circumstances that include decisions, language, and behaviors that many Christians are not accustomed to and may even find offensive. Ethical Social Work education requires such exposure in order to best equip social work students.

For this reason, students might find in coursework, classroom discussions, and course materials, content that utilizes harsh language or mild sexual references, that may be abrasive or offensive. But it does not follow automatically that such materials will influence students to heresy, worldliness, carnality, or spiritual despair. To equip Christian students to function as ethical social workers, this course must intersect with such aspects of the world. In our effort to train and equip students for service to the society in which we live, we expect that students will reflect on the content, and *purpose* of the content as a means to better understand social work practice. Understand that just because one is exposed to such material does not mean one condones or embraces it. However, social workers cannot be afraid of it or run from it.

As a student, if you find course content to be excessively harsh, please speak to the instructor or their direct supervisor, and consult the Student Handbook for guidance.

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 without judgment. We are committed to helping locate community resources to help and/or working closely with the Student Life Office or the SOAR program to support students as needed.

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. Please note that while most students' participation in the SOAR Program may be voluntary, the instructor may require the student participate in order to continue in the field seminar course. For more information, please visit: www.acu.edu/soar

Medical and Counseling Care

All current ACU students, faculty, staff and their dependents are eligible to receive services at the Medical Clinic. Our providers treat the full range of primary health care needs. We provide primary care for acute illnesses, infections, allergies, asthma, wounds, sprains, sports medicine, travel medicine, mental health, and men's and women's health, as well as other services normally associated with a medical office.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns. You can contact the Medical Care and Counseling Center at counseling@acu.edu, or by calling 325-674-2626.

There are also off-campus options available (not paid by ACU). If you'd like more information about those options, feel free to ask a faculty member or the MSSW advisor.

TimelyCare – FREE Online Healthcare Available 24/7/365

All ACU students have access to free online medical and mental health care available 24/7/365 from anywhere in the United States by downloading the TimelyCare app on your smartphone. Students must use their ACU email address to set up their account. Most online visits take less than 20 minutes and patients will receive a diagnosis and treatment plan from a medical doctor, nurse practitioner or physician's assistant. When indicated, prescriptions can be instantly e-prescribed to the patient's local pharmacy. TimelyCare also offers free online counseling from licensed therapists and so much more.

Attendance/Tardiness Policy

The instructor may take attendance at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade and is included in participation grade. A student missing 20% (3 classes) may: 1) receive an incomplete, 2) receive a final letter grade deduction for the course (Ex. A "B" turns into a "C"), OR 3) be withdrawn as failing at the discretion of the instructor. Students withdrawn from the course due to attendance will receive a "WF" which calculates as an "F" in the cumulative GPA. *A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal from Class form, will be assigned a failing grade ('F') for that class. The last day to withdraw from this course is noted in the current catalog or on the academic calendar at www.acu.edu/registrar.*

Zoom Expectations Around Absences

Students will encounter a variety of circumstances throughout the semester. Family emergencies, student illness, mental health, and more can impact a student's attendance in class. ***The choice to "Zoom in" for class should not be an assumed option. Requests to Zoom in must be made at least 24***

hours in advance of class, and will be at the discretion of the faculty member to determine if the request will be honored. We support you in making the decisions you need to make regarding your attendance in class, and will work hard to be available for any concerns and questions you may have. Refer to the Technology Requirements in this syllabus for more guidelines on Zoom.

Zoom Requirements

In order for you to participate in a meaningful way during synchronous classes that have remote learning options, you should be sure that your technology is working and meets minimum standards for interactive learning. Additionally, ACU SSW has specific professional guidelines for remote learners that should be adhered to in every class. Below are the requirements to ensure you can adequately access and use the technology.

The ACU SSW utilizes Zoom, a video conferencing tool, for remote learners to log into the classroom. Below are the requirements to ensure you can adequately access and use Zoom. Failure to do so may result in consequences related to your grade and/or ability to complete the course.

Technological Requirements

- Be sure to have fast internet speed with your selected provider. Students may need to pay more for a higher quality speed than they prefer, but it is an investment to ensure you are able to log into the classroom for the entire duration of the class without disruption. (To test your internet speed, visit www.testmyspeed.com). You must have a minimum of 4 Mb to accurately access Zoom. Please remember that the performance of your equipment and internet speed will affect the Zoom experience for everybody using that remote connection.
- Students must ensure their computers have a camera and microphone/speakers so that the instructor can see you at all times and hear you when you contribute to the discussion.
- To minimize feedback and other audio problems, students are required to purchase an earphone/ microphone set and should wear the device for the duration of the class time.
- Students should not use 'hotspots' or access Zoom in public places for class time due to confidentiality concerns. Therefore, purchasing a high-quality internet service for your home is of the utmost importance.
- Log into Zoom at least 10 minutes before class begins. This will allow you to compensate for any tech problems that you might encounter and allow class to begin on time. You will receive a link via email from the instructor. Click the link and download the application the first time you use Zoom. After that, you should be able to access the links without downloading the application again.

Professional Requirements

Social Work education is professional education. Participation through remote technology does not negate the need for professional behavior when students are not physically in class. As emerging social workers, you must demonstrate Competency 1: Ethical and Professional Behavior, including the use of technology ethically and appropriately.

The following expectations are required when attending class via Zoom:

- You should be sitting at a desk, table or other appropriate piece of furniture for class time. Lounging on a bed or couch is not appropriate.
- Refrain from attending class in an area where other family members or friends are present. Interaction with them can cause major distractions in the actual classroom and can impact the confidentiality of other students.
- Students should be dressed consistently the way students in professional education typically dress for class. You should not project a “just got out of bed” appearance. Pajamas are not acceptable attire for class or Zoom.
- Food and drink should be limited and not distracting for your classmates.
- You should limit “coming and going” to only necessary situations, just as face-to-face classes, to avoid distracting others. *Please do not turn off your video during class or wander away from your computer.*
- Driving is prohibited while Zooming into class.
- You may be marked absent if the professor determines that you are not actively engaged in class by being in front of your camera and responsive when addressed.

See also: [this Infographic on Zoom Etiquette](#)

Appendix B:

General University Policies

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. The instructor will only send and receive emails from the students' ACU email address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with University-related communications, some of which may be time-sensitive.

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>.

Title IX: Pregnant Student Rights

Title IX is the federal civil rights law that prohibits discrimination and provides rights to pregnant students. If a student becomes pregnant and needs accommodations as a result, please contact Sherita Nickerson in the Title IX Office for additional resources, support, and advocacy. It is important to note that pregnant students are not violating any university student conduct policies by disclosing pregnancy.

Title IX and ACU Sexual Misconduct Policy (Including Harassment)

Title IX is also the federal civil rights law that prohibits sex discrimination, sexual harassment, and sexual assault within the education system. Abilene Christian University's Sexual Misconduct 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 the 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 "Mandatory Reporters" meaning they are mandated by state law to report the incident to university officials if a student discloses the situation to them. In an effort to ensure all are informed and education on the policy and process, all students, faculty, and staff are required to complete an online sexual assault and relationship violence prevention course provided by the ACU Title IX office. The field handbook provides additional guidance if misconduct occurs at a field site.

Appendix C

IPE Simulation & Group Analysis Paper

As a requirement of the course, students will participate in an interprofessional education (IPE) simulation involving multiple professions. They will then provide a group analysis of the experience and focus on how their intervention was selected for the client(s).

Each student will then submit a group analysis paper demonstrating knowledge of group development and group dynamics. They should apply material from the texts and other professional literature relating to task group work/membership. Cite/reference appropriately. A core component of the paper should also address how the student selected or agreed to an intervention during the simulation.

The following outline should be followed:

Description

- Describe the type of group and group members (no identifiable information).
- What were the purposes and goals of your group? How well were they met?
- What roles were represented? And how were they manifested?
- What was your role in the group? How did that shift over time?
- Were behaviors functional or dysfunctional? How so?

Group Culture, Norms, & Values

- Describe the group culture and norms.
- What, if any, subgroups or alliances formed?
- How was power administered and decisions made?
- How was cohesion formed and manifested? Or what evidence indicated that cohesion did not form?

Intervention

- What social work intervention did you select or agreed to for the client? Describe the decision-making process.
- Were the client's culture, ethnicity, gender, or other types of diversity addressed during the process?
- How was the social work intervention integrated into the plan of care/treatment plan?
- What ethical issues and professional conflicts emerged?

Ending & Reflection

- Describe the ending or termination of the group. Did it abide by ethical guidelines? If not, how would you facilitate an activity during the ending phase of a similar group in the future.
- What have you learned regarding the group process? Apply new learnings based on course content.
- How will you apply this learning to future groups, including therapeutic groups?

Assessment/Grading Rubric

Assessment Scale for Student Learning Outcome (SLO)	Score
Exceeds SLO	5
Meets SLO	4
Approaches SLO	3
SLO Not Yet Met	2
Insufficient Evidence to assess SLO	1

Student Learning Outcome (SLO) Competency Descriptor	Assignment Description/Standard	Score
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C8.D2. Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities	Description	
	Group Culture, Norms, & Values	
C8.D3. Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	Intervention	
C8.D4. Facilitate effective transitions and endings.	Ending & Reflection	
C1.D3. Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	Use of professional literature/scholarship and course resources	
Professional Communication	Writing (grammar, sentence structure, syntax, clarity, APA, etc.)	
Assignment Guidelines	Product meets technical guidelines (ex., length, graduate-level work, etc.)	
Grade = Overall Mean Score (Total sum of scores divided by 7)		

Point-to-Grade Conversion Table

Description	Percentage Score		5-point scale	
	max	min	max	min
Student Learning Outcome = SLO				
Exceeds SLO	100.00%	90.00%	5.0000	4.5000
Meets SLO	89.99%	80.00%	4.4995	4.0000
Approaches SLO	79.99%	70.00%	3.9995	3.5000
SLO Not Yet Met	69.99%	60.00%	3.4995	3.0000
Insufficient Evidence to Assess SLO	59.99%	0.00%	2.9995	0.0000



February 11, 2025

Stephanie J. Hamm, Ph.D.
Associate Professor
Department of Social Work
108B Hardin Admin Building
325.674.2072
Stephanie.hamm@acu.edu

Re: Practice II: Intervention & Evaluation with Individuals & Groups(SOCW 449)

Dear Dr. Hamm,

Thank you for submitting Practice II: Intervention & Evaluation with Individuals & Groups (SOCW 449) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also 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 help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott E. Hamm".

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February , 2025
TO: Dr. Stephanie Hamm
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for SOCW 449 – Practice II: Intervention & Evaluation
With Individuals and Groups

After reviewing the course application and syllabus, the library is able to provide adequate support for the course. Please contact Melinda Isbell, Librarian Liaison, if additional library resources are needed for the course. Thank you for allowing us to review the course syllabus.