BSW Curriculum Committee Meeting Minutes
Date: Wednesday, Jan 26, 2022
12:00-1:00 pm full team; 1:00-1:30 p.m. faulty/staff/adjuncts only for case consultation

Faculty/Staff Present: Jenny Becker, Rebecca Dickinson, Libby Fry, Cindy Juby, Sei-Young Lee, Matt Vasquez, Lixia Zhang

Adjuncts Present:

Shared with: Lori Vanhooreweghe (UNI Academic Advising), SSWA President and Vice President (Issac Deike, Allison Capper), Posted on BSW Website

ADVISING

Dates to be aware of:
- Jan 26th (today) – last day to add full semester course without Department approval
- Jan 26th (today) – last day to drop first half semester course without report
- Feb 2nd – last day to drop full semester course without report
- Feb 25th - last day to drop full semester course with a “W” for withdraw
- March 11th – Midterm, Ds and Fs are reported
- April 14th – last day to drop full semester course without an “F”

Role of Advisor (Help students navigate their educational program)
- Knowledge of gen ed requirements
- Knowledge of degree/minor/certificate requirements
- Encourage, support and guide students on educational, personal and career goals.
- UNI resources for advisors: https://advising-portal.uni.edu/advising-uni

Classroom issue – students over requesting zoom options for classes that are designed for in person.
Thank you Libby sharing the instructor strategies/options below.
Remote Accommodation Options for Students in Quarantine

So...you are teaching in person... A student notifies you that they can’t come to class due to COVID-19 exposure... What can you do?

Asynchronous Makeup
1. Provide the student with a link to the class slides, handouts, and/or class recording after class.
2. Optional: Ask the student to meet with a classmate virtually to chat about what they missed during class. If they don’t know anyone, ask for 1-2 student leaders to serve in this role at the start of the semester.
3. Have the student design a digital media product (e.g., video, podcast, graphic organizer) to teach others about what they learned from your slides, handouts, and/or recording.
4. Rather than providing feedback (unless you have extra time), let the student know that their digital media product counts as making up the missed class.

Synchronous Zoom with Help
1. Set up a Zoom, Google Meet, or Teams virtual meeting link.
2. Send the link to the student with a list of expectations for how to participate remotely (e.g., ask questions in text chat, join group discussions).
3. Bring an extra device (laptop, tablet, iPad) to class or ask a student/TA to bring one.
4. Start the virtual meeting on the extra device.
5. Turn on live closed captions.
6. Ask whomever is helping you (student/TA) to supervise the extra device (e.g., make sure the camera is pointed at the instructor/screen; move the device to groups during class activities; share questions posed in the text box with the class).
7. Optional: Have the student email you a list of 3 things they learned, 3 questions they had from class, and 3 things they want to know more about (to check for understanding; but don’t feel the need to reply).

Synchronous Zoom on Your Own
1. Set up a Zoom, Google Meet, or Teams virtual meeting link.
2. Send the link to the student with a list of expectations for how to participate remotely (e.g., ask questions in text chat, join group discussions).
3. Start the virtual meeting on your device at the start of class.
4. Load your presentation slides on your device and share your screen.
5. Turn on live closed captions.
6. Connect your device to the classroom screen/TV.
7. Close the text chat and go into "full screen" mode so that the remote student’s webcam & comments are not seen by everyone when you are presenting.
8. Aim the device webcam at yourself. Start teaching.
9. Every 15-30 mins check the text chat for questions or comments.
10. For group activities, ask one group to move next to your device to work with the remote student.
11. See #7 in the middle box to check for understanding.

Remember, we are still in the middle of a global pandemic. Whatever option you choose is totally fine! You are doing your best and that’s all students can ask of you!
CURRICULUM ITEMS

Revisit BSW Curriculum Matrix submitted to CSWE Self-Study – shared what is being submitted to CSWE Self-Study

Revisit - BSW Courses that require assignments with APA format
- SW 1001 Intro to SW and SS (Ann Marie Gruber also invited into class to discuss this practice)
- SW 1041 Global Social Work (Ann Marie Gruber also invited into class to discuss this practice)
- SW 3185 Social Work Research (revised Spring 2022)
- SW 4163 Diversity and Difference (plans for revamping before Fall 2022)
- SW 4200 Field Instruction

Update: Office of the Registrar informed me in Dec 2021 that if a course is not offered in 4 years, departments have to submit for the course to be dropped from their curriculum. Earlier this year, they told me the opposite, that courses remain in our curriculum until we plan to drop them. So, for purposes of the BSW program, the following course will be submitted to be dropped from the BSW curriculum this spring:
SW 2080 Statistics for Social Work

New item: Retaining records from classes as students can grieve a grade in the semester following the course.
1. No policy or consistent practice within department.
2. NASW Code of Ethics states to have policy; IBSW states to have a policy and use 7 years if no policy is in place.
3. If faculty/instructors use elearning, the assignments/tests are automatically saved for several years; Some faculty/instructors have one online system in place; Some faculty/instructors maintain paper copies for at least 1 academic year.
4. Consensus to maintain student records for at least 1 academic year.

Child Welfare Certificate
DEFINED: The UNI Child Welfare Certificate is intended to prepare social work majors to competently work in a variety of settings, including child protective services, adoption, foster care, youth services and residential facilities

Required:
SW 4175/5175 Child Welfare Policy and Practice
POL AMER 4142/5142 Problems in Juvenile and Family Law
SW 4200 Field Instruction
Select two of the following:
SW 4171/5171 Addictions Treatment
PSYCH 3403/5403 Abnormal Psychology (prereq Intro to Psych)
PSYCH 3603/5603 Child and Adolescent Psychopathology (prereq Intro to Psych & FAM SERV 1055 or PSYCH 2202)

Looking for 3-4 more classes to add (run through curriculum cycle 2022-2023 for implementation Summer 2024)
Options:
FAM SERV 1010 Human Identity and Relationships
Use of social science theory and research to understand psycho-socio-cultural influences in the development of identity and interpersonal relationships. Emphasizes application of current research and theory to facilitate positive individual growth and committed intimate relationships.

FAM SERV 1020 Family Relationships Understanding contemporary families as they exist in their cultural context. Exploration of how families change and adapt to normative and non-normative challenges. Application of family theory and current research in order to understand family dynamics.

FAM SERV 1057 Human Relationships and Sexuality
Human sexuality as an integration of biological, psychological, and social factors. Topics include developing healthy relationships, sexual orientation, love, sexuality education, sexual decision making, and challenges of sexual health and functioning.
FAM SERV 1140. Culture and Marriage
An introduction to the diversity of marriages in the US. Topics include differences and similarities in demographic characteristics, the timing of marriage, marital roles, and relationship strengths among various cultural and ethnic groups living in the United States.

FAM SERV 2077 Management of Family Resources
Exploration of the management of human and economic resources available to individuals and families through the lifespan from a family science perspective. Emphasis on financial, time, and work/family issues. Prerequisite(s): sophomore standing.

FAM SERV 3145/5145 Violence in Intimate Relationships
Exploration of theoretical models of violence in intimate and family relationships and examination of the impact of violence on secondary victims. Empirical and programmatic implications for prevention and intervention models are reviewed. Prerequisite(s): junior standing.

FAM SERV 3160/5160 Family Assessment and Intervention
Exploration and integration of theoretical and evidence-based practice models and skills utilized in family intervention. Professional skills, strategies, tools and ethical issues associated with family assessment and interventions will be examined. Prerequisite(s): junior standing; consent of instructor.

PSYCH 2201 Psychology of Gender
General overview of the nature and meaning of gender, gender roles, and stereotypes; research on gender similarities and differences; gender development; and the effects of stereotypes and roles. Prerequisite(s): PSYCH 1001

PSYCH 2501 Behavior Modification
Behavioral approach to behavior change based upon learning principles. Emphasizes analysis of ongoing behavior and the means of implementing change in a variety of everyday situations. Prerequisite(s): PSYCH 1001

ANTH 1002 Introduction to Cultural Anthropology.
Introduction to cross-cultural perspective on human behavior. Consideration of the nature of society and culture among diverse human groups, from hunter-gatherers to industrialized city dwellers, by examination of their technologies, economic systems, family life, political structures, art, languages, and religious beliefs and practices. Emphasis on non-Western societies.

ANTH 3080/5080 Immigration and Transnationalism
Comparative multi-disciplinary perspective on international migration and immigrant settlement strategies, with a focus on Western Europe and the United States. Topics cover the main theoretical and contemporary debates within the field of international migration. Prerequisite(s): SOC 1000 or SOC 1060 or ANTH 1002; junior standing.

CRIM 4122 Youth Gangs
Origins and development of youth gangs in United States. Topics include recent emergence of gangs, especially in Iowa, relationship between drugs and violence and gang activity, and creation of social policy to prevent and control gang activity. Prerequisite(s): SOC 1000 or SOC 1060; junior standing.

Recommendations: explore EDPSYCH classes for those interested in school settings

Follow up: Jenny will reach out to departments and present viable options to committee
Supporting adjuncts
- In place: provided adjunct handbook, Department Head goes over how to input grades, UNI elearning training sessions (if requested)
- Recommendations: provide faculty mentoring. Jenny implemented this semester monthly consultation zoom meetings, create an elearning course shell for them to use
- Follow up: Libby, Jenny and Cindy meeting to discuss this further

MEMO ITEMS

UNIFI Courses – Implementation Fall 2022
1. SW 1041 Global Social Work
2. SW 2045 American Racial & Ethnic Minoritized Populations

UNIFI Certificate Involvement – Implementation Fall 2022
Thrive Certificate (Business, Education, CSBS) - SW 3143 Self-Care and Stress Management in Helping Professions
Developmental Considerations Certificate (Education, CSBS) - SW 3175 Child Welfare Policy and Practice

CURRICULUM
APPROVED by UCC on 9-8-2021 for Implementation Summer 2022:
1. SW 4143 Self-Care and Stress Management in Helping Professions course description change (see above for additional changes due to UNIFI)
2. PSYCH 1001 Intro to Psych prereq to Practice with Groups and Families
3. Change Substance Abuse Counseling Certificate name to Addictions Treatment Certificate
4. Discontinued 2.5 UNI GPA to apply to SW major.
5. Require C on all social work major core courses

Submitting through Curriculum Process 2021-2022:
1. Create Field Prep Course in place of Field Orientation Sessions (credit/no credit)
2. Remove SW 2080 Statistics for Social Work
3. Reinstatement of Certificate – removing SW 3102 Conflict Resolution from certificate and moving supervision of certificate to the Department of Communication and Media

2021-2022 BSW Curriculum Meetings
February 16, 2022
March 9, 2022
April 6, 2022
April 27, 2022