

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

New Course Modification

Department/School Sociology Date 12/11/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SOWK 200 Title Introduction to Social Work

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2025

Date of School/Department approval 12/9/24

Catalog description: This course provides an overview of the field of social work, introducing students to its history, core values, and diverse practices. Students will explore the role of social workers in various settings, including government agencies, healthcare institutions, schools, the criminal justice system, and community organizations. Emphasis will be placed on understanding human behavior, social systems, and the intersection of social, cultural, and economic factors that influence individuals and communities.

Purpose:

1. For Whom (generally?)
Any undergraduate student interested in social work

2. What should the course do for the student?
 1. Discuss the historical roots and current development of social work theory and practice.
 2. Describe the social work profession including career facts, code of ethics, certification and licensure, employment projections, and future trends.
 3. Explain the wide variety of social work professional practice settings and social concerns such as poverty, mental health, and crime.
 4. Demonstrate an increased awareness of the dynamics of human suffering.
 5. Demonstrate increased tolerance and acceptance of the diversity of the human experience in a social/cultural context.
 6. Demonstrate awareness and increased sensitivity for complex social issues.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- Dziegielewski, Sophia F., Debra Nelson-Gardell, and Ira Colby. (2024). Introduction to Social Work: The People's Profession. (5th ed.). New York, NY: Oxford University Press.
- Additional readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Social Welfare
2. How Did We Get Here from There?
3. So You Want to Be a Social Worker!
4. Social Work Practice
5. Recognizing Diversity and Applying It to Generalist Practice
6. Poverty and Income Maintenance
7. Child Welfare Services
8. Health Care
9. Mental Health
10. Older Adults
11. Intimate Partner Violence
12. Social Work Advocacy in the Political Arena
13. Global Social Welfare



SOWK-200-1: Introduction to Social Work

Course Description, Learning Outcomes, and Competencies

Description: This course provides an overview of the field of social work, introducing students to its history, core values, and diverse practices. Students will explore the role of social workers in various settings, including government agencies, healthcare institutions, schools, the criminal justice system, and community organizations. Emphasis will be placed on understanding human behavior, social systems, and the intersection of social, cultural, and economic factors that influence individuals and communities.

Learning Outcomes: By the end of the course, students should be able to do the following:

1. Discuss the historical roots and current development of social work theory and practice.
2. Describe the social work profession including career facts, code of ethics, certification and licensure, employment projections, and future trends.
3. Explain the wide variety of social work professional practice settings and social concerns such as poverty, mental health, and crime.
4. Demonstrate an increased awareness of the dynamics of human suffering.
5. Demonstrate increased tolerance and acceptance of the diversity of the human experience in a social/cultural context.
6. Demonstrate awareness and increased sensitivity for complex social issues.

Social Work Competencies: This course addresses the following social work competencies:

1. Competency 2: Engage Diversity and Difference in Practice.
Assessments: Cultural competency paper, Week 6 quiz, Discussion assignment 6.
2. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.
Assessments: Week 2 quiz, Discussion assignment #2.
3. Competency 5: Engage in Policy Practice.
Assessments: Week 5 quiz, Week 6 quiz, Discussion assignment #5, Discussion assignment 6.
4. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
Assessments: Poverty program application and reflection paper assignment, Social worker interviewer paper assignment, Critical reflection paper assignment

Classroom Time and Location

TBA

Instructor Information

Instructor: TBA

Office: TBA

Office phone: TBA

Email: TBA

Office hours: TBA

REQUIRED Text

Dziegielewski, Sophia F., Debra Nelson-Gardell, and Ira Colby. (2024). Introduction to Social Work: The People's Profession. (5th ed.). New York, NY: Oxford University Press. ISBN: 9780197637692. You will need to read the textbook to do well in the course. Paperback or digital copies work equally well but use the most recent edition. Earlier editions do not contain the same content!

Time Commitment

Treat this course as a priority. Make a study plan the first week of class. Create a regular study space. Stay organized. Eliminate distractions. You should be prepared to spend **6 – 9 hours per week** engaged in the following activities:

- (1) Completing assigned textbook readings and taking notes on what you read
- (2) Watching assigned videos (i.e., brief lectures, excerpts from educational videos, and interviews) and taking notes on them
- (3) Completing discussion assignments
- (4) Completing content mastery exercises and quizzes.

Classroom Conduct

Students who consistently disrupt class (e.g., texting, talking, etc.) will receive one warning to cease. Further disruptions will result in withdrawal from the course.

Classroom Attendance

Classroom attendance is **EXPECTED** in this course. Although I seldom take attendance, the word 'expected' implies that I care whether you attend class. Please make every effort to arrive to each class on time and actively participate in each class meeting. You are free to choose not to attend a class meeting if the circumstances warrant. Only realize you are responsible for the material presented in classes you miss. If low class attendance becomes a persistent issue, a more restrictive policy may be put in place.

Graded Assignments

Students submit all graded assignments on Blackboard. Grades will be based on your performance in the following seven areas:

- (1) weekly quizzes
- (2) discussion assignments
- (3) cultural competency paper
- (4) social worker interview
- (5) classroom presentation of social worker interview
- (6) critical reflection paper
- (7) poverty program application and reflection

Quizzes: You will take a total of **16** quizzes: a syllabus quiz in Week One covering critical details for how to succeed in the course, plus 15 quizzes at the rate of about one per week that assess your knowledge of textbook readings and assigned videos for the scheduled week. As with content mastery exercises, each quiz is open book/open notes and must be completed by you and no one else. The quizzes consist of 15 multiple-choice questions. You may complete each quiz any time during the week, so long as the due date has not passed. You have unlimited attempts to take the quiz. Each quiz counts a maximum of 6 points toward your grade for a total of 90 points, or 18% of your final grade.

Discussion assignments: There will be a total of **15** Blackboard discussion assignments worth up to 6 points each. You will be required to create one discussion post (i.e., thread) and reply to one discussion post on the Discussion Board. In these instances, you will be discussing your views on various topics using the concepts covered that week. You will receive specific instructions each week on what to write about.

Include a brief description of your post in the Subject line. Make sure to meet the required minimum number of words for creating a thread (100) and replying to the thread (50) of someone else. You can see the word count in the lower-right corner of the message box as you type. Although you want to meet the required word count, try not to exceed it by too much. People don't want to read long posts. If your word count exceeds 250, you are writing far too much!

To receive full credit for participation, you must meet both the minimum word requirements for the initial thread you create and your reply to another's thread. No partial credit is awarded for posts that fail to meet the minimum word count requirements. Beyond the minimum word count, your contributions will be assessed using the following guidelines:

- (1) **Comprehensive:** You want to make sure you have answered all parts of the question contained in the prompt.
- (2) **Substantial:** Message content should relate to the subject matter and nothing else. Questions about your progress in the course, assignments, etc. should be directed toward your instructor through email, phone contact, or some other mode of communication.
- (3) **Provocative:** A good message encourages others to think beyond traditional measures.

(4) Grammatical: Use complete sentences. No bullet points. A good clear, concise message should be well written and free of typos and sentence fragments.

Finally, never use a discussion post to belittle or harass anyone. Everyone deserves respect, which includes you, fellow classmates, people outside of this class, and me. Anyone who directs threatening language toward others will be removed from the discussion board and potentially withdrawn from the course.

Each weekly discussion assignment is worth 6 points: 4 points for your initial thread, 2 points for your first reply to someone else's thread (provided you meet the minimum word requirements and follow the guidelines). You can earn a total of 84 points with the discussion assignments, or 17% of your final grade. Only initial threads and replies are graded, so post as much as you like!

Please note: You must create a thread before you can view other threads in the discussion. Consider creating a thread early in the week to allow fellow classmates ample time to reply.

Cultural competency paper: In the social work field, you will have the opportunity to work with people of other races and cultures. This 2-3 page paper (i.e., 500 to 800 words) is designed to have you reflect upon the various populations discussed in Chapter 6 and apply it to yourself. What population would you like to work with or know more about? What population are you unsure about? What stereotypes have you identified that you hold and what are you going to do to overcome them? Please be open and honest. Dig deep for this one. Due the end of Week 7.

Poverty program application and reflection: Have you ever applied for an income-based government assistance program such as TANF, Section 8 housing, or food stamps? Well here is your chance. Find out where to go or what to do to apply for one of these programs. Go through the process so you can understand how a client feels. You need not submit the application to the agency unless you want to, but you must submit a copy of the printed application with your paper. Black out any sensitive or identifying information. Write a 1-2 page reflection paper (i.e., 250 to 500 words) to share what you learned about how it feels to be on the other side of the desk. Due the end of Week 8.

Social worker interview: Students will conduct a face-to-face interview with a social work practitioner who has either a BSW or MSW degree. The social worker can be a private practitioner or can be employed in any human service agency or hospital. Prior to the interview, students are to make a list of questions they plan to ask. These questions are to include (a) practitioner's educational and practice background; (b) description of his/her current position/duties; (c) how he/she became interested in social work; (d) what the social worker finds most exciting and frustrating about her/his work; and (e) what advice the social worker would give to an individual considering the field of social work. The student should create three carefully thought out additional questions as well. A 3-5 page (i.e., 750 to 1,000 words) report of the completed interview, in narrative form, will be required. Do not submit a transcript of the interview, but rather a discussion of it along with your impressions. Proper spelling and grammar weigh heavily into the grade. Due the end of Week 15.

Classroom presentation of social worker interview: Students will present details of their interview with a social worker. Due final exam week.

Critical reflection paper: You will quickly learn that social work encompasses work with a variety of populations in a myriad of settings. I have not worked in every area, so I bring in guest speakers who augment my experience and they share their expertise and insight. You will write critical reflection papers on one of the speakers. Choose one who makes you critically think about their topic and experience. Who, or what topic, moved you to reconsider your opinions or made you want to tackle a social issue? What did you learn? What surprised you about their work assignments? Is it a work you could do in the future? How does it make you feel and react? How does it challenge your biases, stereotypes and political views? A 1-2 page (i.e., 250 to 500 words) report of the completed interview, in narrative form, will be required. This paper is due within a week of the speaker's visit.

Student Evaluation

Here is the breakdown of your grade:

Item (number)	Points	Weight
Quizzes (16)	96	28%
Discussion Assignments (12)	72	21%
Cultural Competency Paper	25	7%
Social Worker Interview	50	14%
Classroom Presentation of Social Worker Interview	50	14%
Critical Reflection Paper	25	7%
Poverty Program Application and Reflection	30	9%
Total	348	100%

Final grades depend on the number of points earned on the course activities listed above. Final scores will be absolute (i.e., no rounding up) as follows:

- 313 or better will receive an A
- 295 or better a B+
- 278 or better a B
- 261 or better a C+
- 243 or better a C
- 226 or better a D+
- 208 or better a D
- Below 208 is a failing grade

There is no extra credit available.

Withdrawal policy: As listed in the Course Schedule, the last date to withdraw without academic penalty (W) is (xx/xx/xxxx). Students who have not withdrawn by that date will be assigned a course grade.

Course Schedule

The following calendar provides an outline for the course. Refer to Blackboard each week for details and announcements.

Important: Review the course syllabus and complete the syllabus quiz before proceeding with Week 1 course content.

Schedule and Assessments	Topic
Week 1	Review of Course Syllabus/Social Work: The Profession
<ul style="list-style-type: none"> • Syllabus Quiz • Chapter 1 Quiz • Discussion Assignment # 1 	
Week 2	Social Welfare: A System's Response to Personal Issues, Social Justice, and Public Problems
<ul style="list-style-type: none"> • Chapter 2 Quiz • Discussion Assignment #2 	
Week 3	How Did We Get Here from There?
<ul style="list-style-type: none"> • Chapter 3 Quiz • Discussion Assignment #3 	
Week 4	So You Want to Be a Social Worker!
<ul style="list-style-type: none"> • Chapter 4 Quiz • Discussion Assignment #4 	
Week 5	Social Work Practice
<ul style="list-style-type: none"> • Chapter 5 Quiz • Discussion Assignment #5 	
Week 6	Recognizing Diversity and Applying It to Generalist Practice
<ul style="list-style-type: none"> • Chapter 6 Quiz • Discussion Assignment #6 	
Week 7	Poverty and Income Maintenance
<ul style="list-style-type: none"> • Chapter 7 Quiz • Cultural competency assignment 	
Week 8	Child Welfare Services
<ul style="list-style-type: none"> • Chapter 8 Quiz • Poverty program application and reflection assignment 	
Week 9	Health Care
<ul style="list-style-type: none"> • Chapter 9 Quiz • Discussion Assignment #9 	
Week 10	Mental Health
<ul style="list-style-type: none"> • Chapter 10 Quiz • Discussion Assignment #10 	
Week 11	Older Adults
<ul style="list-style-type: none"> • Chapter 11 Quiz • Discussion Assignment #11 	
Week 12	Intimate Partner Violence
<ul style="list-style-type: none"> • Chapter 12 Quiz • Discussion Assignment #12 	
Week 13	Social Work Advocacy in the Political Arena

<ul style="list-style-type: none"> • Chapter 13 Quiz • Discussion Assignment #13 	
Week 14	Global Social Welfare
<ul style="list-style-type: none"> • Chapter 14 Quiz • Discussion Assignment #14 	
Week 15	Conclusions
<ul style="list-style-type: none"> • Chapter 15 Quiz • Social worker interview assignment 	
Week 16	Presentation of Social Worker Interview

Course Policies

Academic integrity: I do not tolerate academic dishonesty. Any student observed cheating, taking credit for someone else's work, or permitting others to take credit for his or her work will receive an automatic zero (0) on the assigned work and/or a failing grade in the course. In addition, I will report the incident to university officials, whereby further sanctions may be administered. **This academic integrity policy applies to all course assignments, including study guides, quizzes, discussion posts, papers, and exams.**

“Chop your own wood, and you will warm yourself twice.” – Henry David Thoreau

Assignment deadlines: It will be your responsibility to log onto Blackboard regularly, to attend class regularly, and to review all of the course content and be aware of any changes or updates in the course. Late assignments will not be accepted at any point during the course. I recommend that you establish your time management schedule for this course during the first two days the course is open to meet all course obligations.

NOTE: Develop work habits that take technological problems into account. Technological problems are a fact of life and not considered unforeseen issues. Allow yourself sufficient time to get familiar with Blackboard and to complete all assignments **BEFORE** the due date. **You will not be allowed to complete an assignment for course credit after the due date under any circumstances.**

I am your “go-to” person for questions about sociology course content. For technical assistance related to Blackboard or other computer use, you will need to contact one or more of the following offices/individuals:

- Help Desk at 843-661-1111
- Director of Desktop Support (Mr. Dennis Sullen at 843-661-1333, dsullen@fmarion.edu)

Note about Syllabus

Although rare, events sometimes require modifications to a course. I intend to stick with the contents of this syllabus but reserve the right to make changes if deemed necessary.

vulnerable populations and how social systems promote or deter the development of individuals and families.

Purpose:

1. For Whom (generally?)
It is a course for any student who has completed the pre-requisite of SOCI 201. This course could be of interest for sociology majors, minors, and collaterals, social work majors, psychology majors, minors, and collaterals.
2. What should the course do for the student?
Provide students with an understanding of human development in the context of one's social environment. Developmental theories will be examined, along with patterns and trends. Students will learn how society impacts the individual and affects development and behavior.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Hutchison, E.D. (2025). Dimensions of human behavior: The changing life course (7th ed.). Los Angeles: Sage Publications.

Course Content:

1. Utilizing a life course perspective to understand human behavior in the social environment
2. Pregnancy and childbirth
3. Infancy & Toddlerhood
4. Early Childhood
5. Middle Childhood
6. Adolescence
7. Young Adulthood
8. Middle Adulthood
9. Late Adulthood
10. Very Late Adulthood
11. Symbolic Interaction

SOCI 362
Human Behavior in the Social Environment

Professor's Name: Dr. Jessica L. Burke, Professor of Sociology

Course Days & Times: TBD

Course Location: TBD

Professor's Office Location: 244 FH

Professor's Email: jburke@fmarion.edu

Professor's Phone: 843-661-1656

Office Hours: TBD

Course Description:

This course is designed to provide the theoretical and empirical knowledge base for understanding human behavior in the social environment using a life course approach. It emphasizes the bio-psycho-social development patterns of individuals and families as they interact in various environments throughout the life course. Theories of human behavior about individuals and families are critically reviewed. The course also examines the policy and research implications of human behavior in social environments. Special attention is given to vulnerable populations and how social systems promote or deter the development of individuals and families.

Course Pre-Requisites:

SOCI 201: Introduction to Sociology or permission of department

Required Textbook:

Hutchison, E.D. (2025). Dimensions of human behavior: The changing life course (7th ed.). Los Angeles: Sage Publications.

Course Objectives:

1. Recognize that human behavior is multi-faceted and there are many perspectives - ecological perspective, biological, psychological, sociological, cultural, and organizational – that have major effects on individual and family functioning.
2. Identify the ways the social environment can constrain or enhance the development of individuals and families.
3. Critically evaluate and integrate various theories of human behavior regarding individuals and families.
4. Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations and better understand the role of professional values and ethics in supporting social and economic justice to promote the development of individuals and families.

Social Work Competencies:

The BSW Program at Francis Marion University follows the Council on Social Work Education 2022 Education Policy and Accreditation Standards (EPAS). The EPAS includes nine competencies BSW students must master to graduate with a BSW degree. This course is required of all BSW students and assesses two of the nine competencies. The following information on competencies is from the CSWE

2022 EPAS. Here is a link to the CSWE 2022 EPAS (<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>).

This course covers the following competencies:

- **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers 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. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Thus, social workers will:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Thus, social workers will:

1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Course Requirements:

Your grade for this course is based on total number of points. You can earn up to 500 points in this course. Each requirement is worth 100 points, and the due dates are listed below. The requirements for this course include:

Exam 1 (100 Points): This exam will have a combination of multiple-choice, short-answer, and essay questions. Exam 1 covers chapters 1, 2, and 3. Date: TBD.

Exam 2 (100 Points): This exam will have a combination of multiple-choice, short-answer, and essay questions. Exam 2 covers chapters 4, 5, 6, and 7. Date: TBD.

Exam 3 (100 Points): This exam will have a combination of multiple-choice, short-answer, and essay questions. Exam 3 covers chapters 8, 9, 10, & information on Symbolic Interaction. Exam 3 is the final exam. Date: TBD.

Application Assignments (100 Points Total): You will complete four assignments during the course that address several topics addressed in the course. These assignments will require you to demonstrate your conceptual understanding of the course material, including your ability to critique, apply, and integrate the material with an organization relevant to social work (or any other organization in place to help vulnerable populations) that is of interest to you. Each assignment prompt will include guidelines for the format of these assignments. More instructions and guidelines for these assignments will be given in class and/or posted on Blackboard. Due dates TBD.

Life History Interview Paper and Oral Presentations (100 Points): Students will integrate their learning across the semester by conducting a life history interview with an older adult (age 65 or older) and writing a theoretical analysis of the person's development and behavior across the life course. In addition to the paper, students also have an extra credit option – to present their work during the last day of class. More instructions and information for the life history interview paper and oral presentations will be given in class and/or posted on Blackboard. Due date TBD.

Grade Scale:

A=450-500 (90% to 100%)
B+=430-449 (86.00% to 89.99%)
B=400-429 (80.00% to 85.99%)
C+=380-399 (76.00% to 79.99%)
C=350-379 (70.00% to 75.99%)
D+=330-349 (65.00% to 69.99%)
D=300-329 (60.00% to 64.99%)
F=299 and below (59.99% to 0%)

Attendance Policy:

Attendance is taken in this class. A sign-in sheet will be distributed at the beginning of class. A grade of F or W will be assigned if a student is absent more than twice the number of required classes per week during the semester. Twice the number of required classes per week for this class is 6. **Once you miss more than six classes or the 7th absence, you will be assigned a grade of F or W. Please see page 63 in your FMU student catalog on Class Attendance Policy.**

I will not accept doctor's notes, funeral notices, or court appearances to excuse these six absences. These six absences will include both excused and unexcused absences. However, if certain circumstances will cause you to miss more than these SIX absences, such as athletic commitments, PLEASE SEE ME. It is up to the instructor to consider any absences as excused. If you are a student-athlete, you must provide me with a schedule of the days you must miss class.

Make-Up Exam Policy:

I only allow **make-up exams** under extreme circumstances. Extreme circumstances include the following:

- Hospitalization
- Death in the family/funerals
- Mandatory court appearances

- Contagious illnesses, such as strep throat, COVID-19, or the flu.
- Any other circumstance the professor sees as extreme.

- (1) You must have documentation from the hospital, doctor, obituary/funeral notice, or a court/judge.
- (2) You must contact me no later than 24 hours after the missed exam, and finally
- (3) The missed exam must be made up as soon as you return to school (within 5 calendar days of the missed exam). THERE ARE NO EXCEPTIONS.
- (4) The exam may also be a different format (e.g., essay or oral exam) from the exam given to the rest of the class.

Academic Dishonesty:

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helps someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense. According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

Classroom Policies:

If you are caught not paying attention to the lecture or not doing what you are supposed to be doing while in class, you will lose 10 points from your final grade and you will be counted as absent. There will be a 10-point deduction each time this occurs. If you are caught doing something you should not be doing during class on three separate occasions, a total of 30 points will be subtracted from your point total at the end of the semester. I may or may not inform you of this deduction, and the decision to take such action is up to the professor. This policy also applies when the class is completing work in groups, and your group is finished before other groups. It also applies when students are completing class assignments individually.

Cell phones and other electronic devices are prohibited and must be turned off before the beginning of class. Cell phones should not be visible on your desk at any time. If I see a cell phone, this will result in an absence and a 10-point deduction.

You cannot use your cell phone or tablet to take pictures of the PowerPoint slides used during lectures. If you are caught doing this, you will have a 10-point deduction and will be counted as absent.

The following violations will also result in a 10-point deduction:

1. Cell Phones, texting, and using your smartphone to access the Internet.
2. Using a laptop or tablet to access the Internet during lectures and class assignments. You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard for you to use for note-taking purposes.
3. Sleeping during lectures and class assignments.
4. Talking during lecture.
5. Completing work for another class during this class.
6. Packing up your items before class is over, and while I am still lecturing.
7. IF YOU ARE CAUGHT VIOLATING ANY OF THE ABOVE POLICIES WHILE TAKING AN EXAM, YOU WILL LOSE 10 POINTS FROM YOUR FINAL GRADE AND RECEIVE AN

AUTOMATIC ZERO ON THE EXAM AND YOU WILL BE ASKED TO LEAVE THE CLASSROOM. ALSO, THE ABOVE POLICIES APPLY WHILE CLASSMATES ARE GIVING THEIR PRESENTATIONS.

Arrive to class on time. Class begins once I shut the door. If you are late, you will be counted as absent. You will not be able to sign the attendance sheet. You will also be counted absent if you leave class early. If you must leave early or come to class late, please do so as quietly as possible. Also, if you must leave early, please let me know at the beginning of class.

I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER. I also expect you to always be respectful and courteous to the instructor. It is the responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other sanctions. Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).

Course Schedule:

Week 1: Utilizing a life course perspective to understand human behavior in the social environment.

Content Covered:

- Knowledge of human behavior
- The life course perspective
- Concepts
- Interplay between person and historical context
- Diversity in the life course

Read: Chapter 1 of Hutchinson textbook

Week 2: Stage 1 – Pregnancy and childbirth

Content Covered:

- Disparities in maternal mortality and morbidity
- Reproductive genetics
- Childbirth in context
- Prematurity, low birth weight, and stillbirth
- Pregnant individuals with substance abuse disorders, disabilities, who are incarcerated, and who are HIV-infected
- Implications for social workers

Read: Chapter 2 of Hutchinson textbook

Week 3: Stage 2 – Infancy & Toddlerhood

Content Covered:

- Physical development & growth patterns
- Motor skills & development goals
- Vaccinations
- Piaget's stages of cognitive development
- Erikson's theory of psychosocial development
- Attachment theories

- Parental leave & childcare
 - Child maltreatment & trauma
- Read: Chapter 3 of Hutchinson textbook

Week 4: Review & EXAM 1 (Date TBD)

Week 5: Stage 3 – Early Childhood

Content Covered:

- Physical & cognitive development
- Developmental impact of COVID-19
- Personality & emotional development
- Emotions, attachment, and social development
- Gender role development
- Racial and ethnic identity
- The role of play
- Parenting styles

Read: Chapter 4 in Hutchinson textbook

Week 6: Stage 4 – Middle Childhood

What's Covered:

- Physical, cognitive, & emotional development
- Cultural identity
- Peer group, friendship, & intimacy
- Technology & social development
- Family & community violence
- Family disruption
- Physical, cognitive, emotional, & behavior challenges

Read: Chapter 5 in Hutchinson textbook

Week 7: Stage 5 – Adolescence

What's Covered:

- The transition from childhood to adulthood
- Identity development
- Gender identity
- Social relationships
- School
- Bullying & delinquency

Read: Chapter 6 in Hutchinson textbook

Week 8: Stage 6 – Young Adulthood

What's Covered:

- Theoretical approaches
- Physical functioning
- Identity development
- Relationships
- The role of technology

Read: Chapter 7 in Hutchinson textbook

Week 9: Review & EXAM 2 (Date TBD)

Week 10: Stage 7 – Middle Adulthood

What's Covered:

- Theories of middle adulthood
- Changes in health status
- Social relationships & multigenerational relationships
- Relationship with work
- Romantic partner relationships

Read: Chapter 8 in Hutchinson textbook

Week 11: Stage 8 – Late Adulthood

What's Covered:

- Demographics & diversity
- Theories on social gerontology
- Health & longevity
- Cultural construction of late adulthood
- Neurodegenerative diseases
- Personality & intellectual changes

Read: Chapter 9 in Hutchinson textbook

Week 12: Stage 9 – Very Late Adulthood

What's Covered:

- Social relationships
- Housing continuum
- The dying process
- Advance directives
- Care of people who are dying
- End-of-life signs and symptoms
- The completed life course

Read: Chapter 10 in Hutchinson textbook

Week 13: Symbolic Interaction (Part 1)

What's Covered:

- The self-society relationship
- Perspectives of Blumer & Mead
- The importance of roles & role theory
- Identity salience & behaviors
- Identity control theory

Read: Readings TBD

Week 14: Symbolic Interaction (Part 2)

What's Covered:

- Goffman & Dramaturgy
- Stigma & stigmatized identities
- Final exam review
- Extra credit presentations

Read: Readings TBD

Week 15/16: FINALS WEEK

Final exam TBD

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

New Course Modification

Department/School Sociology Date 12/11/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 403 Title Applied Social Analysis

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Eighteen hours of sociology including 302 and 303; senior standing; declared sociology or social work major; and permission of department

Enrollment expectation 15

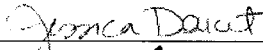
Indicate any course for which this course is a (an)

Modification SOCI 403 Survey Methodology
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica L. Burke

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2025

Date of School/Department approval 12/9/24

Catalog Description: The focus of this course is an individual research project that involves using survey research and qualitative methodology. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling techniques, measurement, data collection, data file creation, and data analysis using

statistical software. Finally, students learn about the Institutional Review Board (IRB) process and present their findings to the class.

- Purpose:
1. For Whom (generally?)
Sociology and Social Work Majors
 2. What should the course do for the student?
Teach students how to conduct research by analyzing a social issue or problem. Students will develop a research question, conduct a literature review, have a solid understanding of ethics, develop hypotheses, collect and analyze two forms of data, interpret, and present the results.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): Use of SPSS.

Course Content:

1. The Scientific Method
2. Ethics
3. Writing a Literature Review
4. Surveys as a method to collect data
5. Qualitative research as a method to collect data: Content Analysis, Interviews, and Ethnographies
6. American Sociological Association Formatting and Citation Style
7. Concepts, Hypotheses, and Measurement
8. Writing Survey Questions & Informed Consent
9. Writing Interview Questions
10. Specific Sources for Content Analysis
11. The IRB Process
12. Web Survey Platforms
13. Discussion of SPSS & Qualitative Software
14. Sampling
15. Descriptive & Bivariate Analysis
16. T-tests, ANOVA, and Multivariate Regression
17. Thematic coding of narrative data (Content Analysis & Interviews)

Purpose:

1. For Whom (generally?)
Any undergraduate student interested in social work

2. What should the course do for the student?
 1. Recognize disparities across different minority groups within daily life, such as healthcare, education, and employment.
 2. Identify policies and procedures to reduce the disparities among minority groups and promote positive change and justices.
 3. Explain the systems of oppression involving different minority groups (racism, sexism, ageism, classism, etc.) and work through personal biases in order to make educated and informed decisions within the community.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- TBD; Readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Introduction to the Course
2. Background of Class, Gender, and Race in the United States
3. Race in the 21st Century
4. Social Construction of Race and Gender
5. Economics of Class, Race, and Gender in the U.S.
6. Violence Against Women, LGBTQIA+ Community, and Hate Crimes
7. Food Insecurities and Health
8. Disabilities and Ableism or Dis-ableisms
9. Dismantling Oppressions at the Institutional Level – Applying Social Work
10. Theoretical Frameworks

SOWK/SOCI 230: Cultural Perspectives

Tuesdays/Thursdays 8:30-9:45

Room: FH 251A

Instructor: TBD

Email Policy: All pertinent student emails will be answered within 24 hours of their arrival, unless prior notice of a delayed response is provided.

Office Hours: TBD

Course Description:

This course provides students with the knowledge, skills, and strategies needed to navigate and thrive in multicultural environments. Designed for aspiring social work professionals and anyone seeking to build inclusive, equitable relationships, the course fosters a deep understanding of cultural dynamics and equips students with tools to address biases, promote inclusivity, and create respectful, culturally-sensitive spaces.

Course Objectives:

1. Recognize disparities across different minority groups within daily life, such as healthcare, education, and employment.
2. Identify policies and procedures to reduce the disparities among minority groups and promote positive change and justices.
3. Explain the systems of oppression involving different minority groups (racism, sexism, ageism, classism, etc.) and work through personal biases in order to make educated and informed decisions within the community.

Required Materials: TBD

Computer/Software (Blackboard) www.blackboard.fmarion.edu

Please check it (and your FMU email!) frequently throughout the semester. In addition, Blackboard is where I will post student's grades, upload readings, make any announcements about changes to the schedule, etc.

Grading Policies: All assignments are to be turned in on the due date, by the start of class. All late assignments are subject to a penalty of the loss of points for each day the assignment is late – one week. ("Late" is submission after the start of class). Any quizzes on blackboard or assignments (including videos and class discussion points) completed in class cannot be turned in late.

Makeup exams will be allowed at my discretion if I know in advance, and is not automatic. If allowed, it must be completed within 1 week of the original missed exam when I have time.* It may be a different format than the rest of the class had. The final exam cannot be taken at any other time – no exceptions.

*A documented case of COVID or another lengthy health issue will be the exception and I must have documentation.

Monitor your grade! Grades for this course are regularly posted to Blackboard, allowing you to easily monitor your progress yourself. Do not wait until the last few weeks of the semester to suddenly become concerned about your grade.

Points Breakdown	
ASSIGNMENTS	POINTS
In class Discussions/quizzes 10 pts each	100 pts total
2 Unit Exams	200 pts total
Paper	100 pts total
Final Exam	100 pts total
Total Possible Points	500
- Grading Scale	
A: 500 – 450; B: 449 – 400; C: 399 – 350; D: 349 – 300; F: 299 - 0	
(If you receive a 67-69, 77-79, or 87-89 that will indicate a +)	

Course and University Policies:

Personal Technology:

If you need to look at your phone every once and a while, fine, but if it becomes distracting to myself, or others, I will ask you to put it away for the class. If it is a continuous problem, I will ask you to leave class. Please take your headphones out of your ears, though. You might learn something!

You are allowed to use laptops to take notes. If it becomes distracting to students around you because you are doing work for another class, shopping, checking social media, watching a movie, etc. then I will ask you to go back to good ole' fashion pen and paper.

Attendance Policy:

It is your responsibility to be here every day class meets. If you miss class and there were any discussion/activity points assigned, you cannot make up those points.

I do not post my slides onto Blackboard unless we are fully online, but you can come to my office hours and take notes (write them out, not take photos of the slides) if you missed class, or get them from another student.

Posting Difficulties:

Files which do not post correctly (or you upload the wrong file) to Blackboard will not be accepted for a grade. If your file does not post (you are timed out, for example), shows an error, etc. you should re-post prior to the deadline so that you may receive a grade. Always check to see that your file has correctly posted before you exit Blackboard. All files should be saved in doc, docx, or pdf. When in doubt email me a copy BEFORE the due date if you have a concern.

Special Accommodations:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

As per FMU's website, <http://catalogs.fmarion.edu/Cat0304/services/serv2.htm>

"Reasonable accommodations are available for students with physical and learning disabilities. Appropriate documentation of each disability is required in the form of psychological evaluations and/or medical histories and should be provided to the Office of Counseling and Testing at least two weeks prior to initial registration of classes."

Academic Integrity:

A particularly important responsibility has to do with students' academic integrity-- Absolutely no incidences of academic misconduct will be tolerated in this course.

As per the FMU Student Handbook (2023-2024: 56), all FMU students are "expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws."

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, using AI, etc.) on any graded work within the course, both inside and outside the classroom, will be given a 0 for the work and/or an F in the course. Students will also be referred to the Provost's Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 57-59 of the FMU Student Handbook (2023-2024).

University Resources:

Writing Center:

Tutorials are available by appointment or on a drop-in basis. Any student who would like a tutorial should make an appointment online through our scheduler (<https://fmarion.mywconline.com/index.php>), call the Writing Center at 661-1528, or visit us in Founders Hall 114-C.

This is their website (www.fmarion.edu/academics/wcenter) Check their website for this semester's hours.

Tentative Course Schedule:

*I reserve the right to change and/or add content throughout the semester; you will be notified. Additional required readings may be added to Blackboard and announced in class prior to them being due.

All assignments must be completed by class each Thursday, unless otherwise stated. This means that you come prepared to talk about anything that was due that day.

Unit 1:

WEEK 1	Introduction to the Course	Reading: The syllabus and to look over Blackboard.
WEEK 2	Background of Class, Gender, and Race in the United States	Reading: 1. Assignment: 1. In Class Discussion
WEEK 3	Race in the 21st Century	Reading: 1. Assignment: 1. In Class Discussion
WEEK 4	Social Construction of Race and Gender	Reading: Assignment: 1. In Class Discussion
WEEK 5	Economics of Class, Race, and Gender in the U.S.	No Reading Exam 1

Unit 2:

WEEK 6	Violence Against Women, LGBTQIA+ Community, and Hate Crimes	Reading: Assignment: In Class Discussion
WEEK 7	Violence Against Women, LGBTQIA+ Community, and Hate Crimes (continued)	Reading: Assignment: In Class Discussion
WEEK 8	Food Insecurities and Health	Reading: Assignment: In Class Discussion
WEEK 9	Food Insecurities and Health (continued)	Reading: None Assignment: None
WEEK 10	Disabilities and Ableism or Dis-ableisms	No Reading Exam 2

Unit 3:

WEEK 11	Dismantling Oppressions at the Institutional Level – Applying Social Work	Reading: Assignment: In Class Discussion
WEEK 12	Dismantling Oppressions at the Institutional Level – Applying Social Work (continued)	Reading: Assignment: In Class Discussion
WEEK 13	Theoretical Frameworks	Reading: Assignment: In Class Discussion
WEEK 14	Theoretical Frameworks	Reading: Assignment: In Class Discussion
WEEK 15	Finish Up Anything	Final Paper Due

Your Final Exam is TBD

No alternate time will be permitted. No make-ups or late Final Presentations/Papers are allowed.

Purpose:

1. For Whom (generally?)
Any undergraduate student interested in social work

2. What should the course do for the student?
 1. Gain a solid understanding of the social, economic, and political contexts that influence social welfare policy.
 2. Develop proficiency in using policy analysis tools to assess the design, implementation, and outcomes of social welfare programs.
 3. Critically evaluate the effectiveness and equity of social welfare policies in addressing societal needs.
 4. Understand the challenges of policy implementation and the role of various stakeholders in the process.
 5. Formulate policy recommendations based on evidence and analysis.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- TBD; Readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Introduction to the Course
2. Theoretical Foundations
3. Policy Formulation and Design
4. Methods of Policy Analysis
5. Policy Implementation and Evaluation
6. Global and Comparative Perspectives
7. Contemporary Issues and Debates

SOWK/SOCI 240: Social Welfare Policy

Fall 2025

Instructor: TBD

Email Policy: All pertinent student emails will be answered within 24 hours of their arrival, unless prior notice of a delayed response is provided.

Office Hours: TBD

Course Description:

This course provides a comprehensive introduction to the theories, methods, and frameworks used in the analysis of social welfare policies. Focusing on both the development and evaluation of policy, students will engage with the complex dynamics between social needs, government interventions, and the broader socioeconomic environment. The course emphasizes the application of policy analysis tools to evaluate the effectiveness, equity, and efficiency of social welfare programs, such as healthcare, housing, education, unemployment benefits, and social security.

Course Objectives:

1. Gain a solid understanding of the social, economic, and political contexts that influence social welfare policy.
2. Develop proficiency in using policy analysis tools to assess the design, implementation, and outcomes of social welfare programs.
3. Critically evaluate the effectiveness and equity of social welfare policies in addressing societal needs.
4. Understand the challenges of policy implementation and the role of various stakeholders in the process.
5. Formulate policy recommendations based on evidence and analysis.

Required Materials: TBD

Computer/Software (Blackboard) www.blackboard.fmarion.edu

Please check it (and your FMU email!) frequently throughout the semester. In addition, Blackboard is where I will post student's grades, upload readings, make any announcements about changes to the schedule, etc.

Grading Policies: All assignments are to be turned in on the due date, by the start of class. All late assignments are subject to a penalty of the loss of points for each day the assignment is late – one week. ("Late" is submission after the start of class). Any quizzes on blackboard or assignments (including videos and class discussion points) completed in class cannot be turned in late.

Makeup exams will be allowed at my discretion if I know in advance, and is not automatic. If allowed, it must be completed within 1 week of the original missed exam when I have time.* It may be a different format than the rest of the class had. The final exam cannot be taken at any other time – no exceptions.

*A documented case of COVID or another lengthy health issue will be the exception and I must have documentation..

Monitor your grade! Grades for this course are regularly posted to Blackboard, allowing you to easily monitor your progress yourself. Do not wait until the last few weeks of the semester to suddenly become concerned about your grade.

Points Breakdown	
ASSIGNMENTS	POINTS
In class Discussions/quizzes 10 pts each	100 pts total
2 Unit Exams	200 pts total
Policy Analysis	100 pts total
Final Exam	100 pts total
Total Possible Points	500
- Grading Scale	
A: 500 – 450; B: 449 – 400; C: 399 – 350; D: 349 – 300; F: 299 - 0	
(If you receive a 67-69, 77-79, or 87-89 that will indicate a +)	

Course and University Policies:

Personal Technology:

If you need to look at your phone every once and a while, fine, but if it becomes distracting to myself, or others, I will ask you to put it away for the class. If it is a continuous problem, I will ask you to leave class. Please take your headphones out of your ears, though. You might learn something!

You are allowed to use laptops to take notes. If it becomes distracting to students around you because you are doing work for another class, shopping, checking social media, watching a movie, etc. then I will ask you to go back to good ole' fashion pen and paper.

Attendance Policy:

It is your responsibility to be here every day class meets. If you miss class and there were any discussion/activity points assigned, you cannot make up those points.

I do not post my slides onto Blackboard unless we are fully online, but you can come to my office hours and take notes (write them out, not take photos of the slides) if you missed class, or get them from another student.

Posting Difficulties:

Files which do not post correctly (or you upload the wrong file) to Blackboard will not be accepted for a grade. If your file does not post (you are timed out, for example), shows an error, etc. you should re-post prior to the deadline so that you may receive a grade. Always check to see that your file has correctly posted before you exit Blackboard. All files should be saved in doc, docx, or pdf. When in doubt email me a copy BEFORE the due date if you have a concern.

Special Accommodations:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

As per FMU's website, <http://catalogs.fmarion.edu/Cat0304/services/serv2.htm>

"Reasonable accommodations are available for students with physical and learning disabilities. Appropriate documentation of each disability is required in the form of psychological evaluations and/or medical histories and should be provided to the Office of Counseling and Testing at least two weeks prior to initial registration of classes."

Academic Integrity:

A particularly important responsibility has to do with students' academic integrity-- Absolutely no incidences of academic misconduct will be tolerated in this course.

As per the FMU Student Handbook (2023-2024: 56), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, using AI, etc.) on any graded work within the course, both inside and outside the classroom, will be given a 0 for the work and/or an F in the course. Students will also be referred to the Provost’s Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 57-59 of the FMU Student Handbook (2023-2024).

University Resources:

Writing Center:

Tutorials are available by appointment or on a drop-in basis. Any student who would like a tutorial should make an appointment online through our scheduler (<https://fmarion.mywconline.com/index.php>), call the Writing Center at 661-1528, or visit us in Founders Hall 114-C.

This is their website (www.fmarion.edu/academics/wcenter) Check their website for this semester’s hours.

Tentative Course Schedule:

*I reserve the right to change and/or add content throughout the semester; you will be notified. Additional required readings may be added to Blackboard and announced in class prior to them being due.

All assignments must be completed by class each Thursday, unless otherwise stated. This means that you come prepared to talk about anything that was due that day.

Unit 1:

WEEK 1	Introduction to the Course	Reading: The syllabus and to look over Blackboard.
WEEK 2	Theoretical Foundations (Pt. 1)	Reading: 1. Assignment: 1. In Class Discussion
WEEK 3	Theoretical Foundations (Pt. 2)	Reading: 1. Assignment: 1. In Class Discussion
WEEK 4	Policy Formulation and Design (Pt. 1)	Reading: Assignment: 1. In Class Discussion
WEEK 5	Policy Formulation and Design (Pt. 2)	No Reading Exam 1

Unit 2:

WEEK 6	Methods of Policy Analysis (Pt. 1)	Reading: Assignment: In Class Discussion
WEEK 7	Methods of Policy Analysis (Pt. 2)	Reading: Assignment: In Class Discussion
WEEK 8	Policy Implementation and Evaluation (Pt. 1)	Reading: Assignment: In Class Discussion
WEEK 9	Policy Implementation and Evaluation (Pt. 2)	Reading: None Assignment: None
WEEK 10	Policy Implementation and Evaluation (Pt. 3)	No Reading Exam 2

Unit 3:

WEEK 11	Global and Comparative Perspectives (Pt. 1)	Reading: Assignment: In Class Discussion
WEEK 12	Global and Comparative Perspectives (Pt. 2)	Reading: Assignment: In Class Discussion
WEEK 13	Contemporary Issues and Debates (Pt. 1)	Reading: Assignment: In Class Discussion
WEEK 14	Contemporary Issues and Debates (Pt. 2)	Reading: Assignment: In Class Discussion
WEEK 15	Finish Up Anything	Policy Analysis Due

Your Final Exam is TBD

No alternate time will be permitted. No make-ups or late Final Presentations/Papers are allowed.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

New Course Modification

Department/School Sociology Date 12/11/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SOWK 301 Title Special Topics in Social Work

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 200 or permission of department

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica Doucet

Department Chairperson's/Dean's Signature Jessica Doucet

Provost's Signature V. Melissa

Date of Implementation Fall 2025

Date of School/Department approval 12/9/24

Catalog description: In-depth study of selected topics relevant to the field of social work. May be taken twice for academic credit with departmental approval.

Purpose:

1. For Whom (generally?)
Any undergraduate student interested in social work
2. What should the course do for the student?

Provide an in-depth understanding of a specific topic related to the field of social work.
Topics will vary by instructor and semester.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- TBD; Readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

Varies by topic, semester, and professor

Social Work 301-1: Special Topics in Social Work Fall 2025

Instructor: TBD
Office: TBD
Phone: TBD
Email: TBD
Office Hours: TBD

COURSE DESCRIPTION & LEARNING OBJECTIVES

This course provides an in-depth understanding of a topic relevant to the field of social work. Topics will vary by semester and professor.

COURSE PREREQUISITE

SOWK 200 or permission of department

COURSE MATERIALS

TBD

COURSE WEBSITE

Blackboard is utilized to post additional reading material, quizzes, grades, and announcements. The PowerPoint slides shown in class **are not** posted to Blackboard (except for any charts/graphs/pictures). Make sure to check the website regularly. Blackboard can be accessed through a link on the Patriot Portal or by typing fmarion.blackboard.com into your web browser. Once you log in, you should see this course and all other courses in which you are enrolled for the semester. Additionally, any course emails are sent through Blackboard. These emails are set up to be sent to your **g.fmarion.edu** email account so be sure you either check this account or have these emails forwarded to an account you check regularly.

COURSE REQUIREMENTS

To ensure you have all the necessary information for exams, students should attend class regularly. If you miss a class, you are responsible for getting what you missed from a fellow classmate. You are welcome to come to my office if any information provided in the lecture is unclear. However, I do not provide my personal notes to students, nor do I reiterate information provided in class via email.

Formal attendance is taken in this class. An attendance sheet will be placed at the front of the room for students to sign as they enter. Students should sign in and take a seat before class begins. Students are not to sign the attendance sheet for any classmates under any circumstances. Doing so will result in all parties being marked absent and reported to the Provost's Office for academic dishonesty. This class follows the university's attendance policy, which states that if a student is absent more than twice the number of required class sessions per week, the instructor has the option to assign a grade of F or W. Therefore, students are failed or withdrawn from the class if they miss **more than four (4)** classes, **regardless of the reason for the absence** (there are no excused absences in this course).

Additionally, be sure to arrive to class on time. At the start of class, the classroom door is closed and locked (if necessary). **If you arrive after the door has been closed, you are late, are not able to sign in, and are marked absent, regardless of whether you are able to enter the classroom.** This means a late arrival counts the same as not showing up at all. It is your responsibility to keep track of your

absences/late arrivals throughout the semester. If you are marked absent more than the allowed number of days, you may or may not receive a warning before being removed from the course.

QUIZZES

Quizzes are given throughout the semester to test students' knowledge of class material and assigned reading/podcast material. These quizzes combined count for 20% of your final grade.

Pop Quizzes: Randomly throughout the semester, pop quizzes (worth 5 points each) are given in class to test students' knowledge of the material covered the prior class period. Quizzes may consist of multiple choice, true/false, fill-in-the-blank, and/or short answer questions. Quizzes are designed to help you stay on top of the information. The best way to prepare is to review your notes each day before class begins. Because these are unannounced, **quizzes cannot be made up, regardless of the reason for the absence.** If you arrive to class late on the day of a quiz, you **are not allowed to take the quiz.**

Reading or Podcast Quizzes: Throughout the semester, students are required to read research articles or listen to podcasts complementing the lecture material. To test students' knowledge of the material, quizzes (worth 10 points each) are completed on Blackboard. Assigned readings or podcasts are announced in class and posted to Blackboard at least one week before the quiz due date. Quizzes open at least three days prior to the due date and close at the start of class on the due date. At that point, the quiz is removed from Blackboard, and you are not allowed to complete it. **These quizzes are to be completed on your own. You are not to work on these quizzes with your classmates.** You may, however, refer to the reading or podcast when answering the questions. Do not rely on looking for the answers as you go through the quiz, however, because these quizzes are timed. Once the time allotted for the quiz has elapsed, Blackboard automatically closes the quiz. If you do not complete the quiz, your grade will suffer. Additionally, you only have **one** attempt to complete the quiz. Keep in mind that technical issues do arise. However, technical/computer troubles are no excuse for not completing the quizzes posted to Blackboard. Utilizing the Mozilla Firefox web browser tends to produce the fewest issues.

EXAMS

There are four exams in this course made up of multiple choice, true/false, fill-in-the-blank, short answer, and/or essay questions. Exam questions come from the lectures, reading assignments, podcasts, and any videos that we may watch in class. Each exam counts for 20% of your final grade.

The first three exams are held at regular class time. Exam dates are announced in class at least one week prior to the exam.

Come to class **ON TIME** and prepared on exam days. Tardiness is inexcusable. No new exams are administered after the first student has completed his/her exam and has left the classroom.

During exams, desks should be clear of everything except your pencil(s). All study material must be put away in a book bag or purse that is zipped/fastened closed and on the floor. Additionally, all empty desks and chairs around you must be clear of material. Any hats with bills that cover your eyes must be removed or turned backwards. Any hoods or hats that cover your ears must be removed or positioned so that ears are visible. Cell phones and any other electronic devices (e.g., Apple watches, earbuds/headphones, etc.) must be **TURNED OFF** and put away. Your cell phone should not be on your desk or on your person in any way, shape, or form. **If your cell phone is seen or heard during the exam you will receive an automatic 0 on the exam.** This reminder is posted at the top of each exam and is **strictly enforced.** **If you are caught or suspected of cheating on the exam, you will receive an automatic 0 on the exam and/or an F in the course** and will be referred to the Provost's Office for academic dishonesty.

DO NOT MISS EXAMS. If you *must* miss an exam, notification of your absence is required prior to the scheduled exam *for consideration* to take a make-up exam. In addition to notification, written documentation of a **valid and approved reason** for your absence must be provided within 24 hours of the exam day to take a make-up exam for full credit. If you do not have a **valid** reason for missing the exam (as outlined below) or have a valid reason but cannot provide the necessary documentation for your absence, you *may* be allowed to take the exam; however, **20 points** are deducted from your exam score immediately and for each 24-hour period that passes thereafter, *including* weekends. All make-up exams are administered at my discretion and at a time and place of my choosing. Make-up exams differ from exams given in class and may consist of only essay questions. **Missing a scheduled make-up exam results in an automatic zero (0).** Please note that **FMU has no approved absences**, so what serves as a valid reason for missing the exam is at the discretion of the instructor. For the purposes of this class, serious/contagious illness or hospitalization, the death of an immediate family member, or a pre-approved FMU event for which your attendance is mandatory are *the only* valid excuses.

GRADING

There are four exams in this course, each worth 17.5% of your final grade, totaling 70%. Combined quizzes count for 15% of your final grade, with the remaining 15% coming from your case study.

There are no extra credit options in this course. Do not bother asking.

The grading scale for this course is as follows:

90.0 – 100.0	=	A
87.0 – 89.99	=	B+
80.0 – 86.99	=	B
77.0 – 79.99	=	C+
70.0 – 76.99	=	C
67.0 – 69.99	=	D+
60.0 – 66.99	=	D
0 – 59.99	=	F

Final grades are non-negotiable. The grade you earned is the grade you receive.

CLASSROOM RULES & STUDENT CONDUCT

Students should conduct themselves appropriately while in class. It is important for you to respect me and your fellow classmates by coming to lecture on time and prepared, remaining attentive, and staying for the duration of the lecture. Do not hold conversations with fellow classmates as it is disrespectful and distracting to me and to those students who are trying to pay attention to lecture material.

During class, nothing should be on your desk except your note-taking materials. Make sure your cell phones are turned off and put away for the duration of the lecture. **DO NOT** text/tweet/tiktok/snapchat/facebook/etc. during class. The use of laptop computers, tablets, or any other electronic device **is NOT allowed in class**. Additionally, this is SOWK 301. During this class, you are to pay attention to the current lecture. Do not use this time to copy missed notes for this class or work on material for other classes.

ACADEMIC HONESTY & INTEGRITY

As per the FMU Student Handbook (2023-2024: 56), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents

pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) on any graded work within the course **is given a 0** for the work **and/or an F** in the course. Students are also referred to the Provost’s Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on page 57 of the FMU Student Handbook (2023-2024).

IMPORTANT NOTES

You are encouraged to utilize my office hours (or make an appointment) if you have questions about the course material, your standing in the course, or other related matters. This time is set aside each week specifically for this purpose, so do not hesitate to stop by. Together we can identify why you are having problems and how you can better position yourself for success. **Waiting until the last week of class to voice problems or concerns is unacceptable and is too late.** If you need to reach me outside of class or office hours, email is the best form of communication as I check it regularly during the workday. Any emails sent after 5PM Monday through Friday or over the weekend are answered the next business day (Monday, in the case of emails sent after 5PM Friday or at any time Saturday and Sunday). If an email is not properly addressed to me, I **will not** respond. Emails to professors are not informal text communications and should not be treated as such. Additionally, if an email contains a question that can be answered by reading the syllabus or quiz/assignment instructions, I **will not** respond. You may also call my office phone to contact me. However, I do not recommend leaving a voicemail as I do not always receive them in a timely manner.

Keep in mind that this syllabus is a general guideline and is subject to change at my discretion. You are responsible for keeping up with any changes made to the syllabus, including changes to exam dates.

TENTATIVE COURSE OUTLINE

*Varies by semester, topic, and professor

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

New Course Modification

Department/School Sociology Date 12/11/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SOWK 330 Title Children: Special Needs, Services, & Policies

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 200 or permission of department

Enrollment expectation 30


Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica Burke

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2025

Date of School/Department approval 12/9/24

Catalog description: This course focuses on various policies, programs, and services for children and youth, particularly emphasizing children and youth with special needs, neurodiversity, and exceptionalism. The course will examine current federal and state policies and their effect on children, youth, families, and social work professionals. The course will also explore the current social problems that impact children, youth, and their families, including but not limited to poverty, health care, education, disabilities, accessibility, and inclusivity.

Purpose:

1. For Whom (generally?)
Social work majors and any student who has completed the pre-requisite of SOWK 200
2. What should the course do for the student?
 1. Cultivate students' knowledge of the basic civil and human rights and privileges that every child and adolescent is entitled to on a national and global level.
 2. Understand the historical and philosophical foundations of policy interventions and services for children, youth, and their families, including those policies impacting children and youth with special needs.
 3. Understand the importance of how children and adolescents are impacted by a variety of social issues, such as systemic racism, poverty, homelessness, healthcare accessibility, violence, community violence, socioeconomic background, and disability status.
 4. Apply theories, conceptual frameworks and perspectives, and empirical research in the analysis of social policies, services, and funding means for children, youth, and their families.
 5. Acquire knowledge about the different systems that serve children and adolescents and the relationships between the different systems.
 6. Understand the reciprocal relationship between social policy and social work practice while applying the values, ethics, skills, and interventions needed to advocate for social and economic justice.
 7. Develop and enhance social work skills that enable students to become advocates for children and adolescents who are involved in different systems and who are disabled, neurodiverse, or have special needs.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- Webb, Nancy Boyd, and Luis H. Zayas. 2019. *Social Work Practice with Children (Clinical Practice with Children, Adolescents, and Families)*. 4th Edition.
- Additional readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Meeting the needs of children
2. Challenges for practitioners helping children
3. Systems and services
4. Contracting, planning interventions, and tracking progress
5. Helping the family help their child
6. Group work with children
7. Programs and services in the community
8. Children living in kinship and foster care
9. Children and family stressors
10. Child victims and witnesses of family violence & bullying
11. Immigrant and refugee children
12. Effectiveness of programs, services, and policies

SOWK 330
Children: Special Needs, Services, & Policies

Professor's Name: TBD
Course Days & Times: TBD
Course Location: TBD
Professor's Office Location: TBD
Professor's Email: TBD
Professor's Phone: TBD
Office Hours: TBD

Course Description:

This course focuses on various policies, programs, and services for children and youth, particularly emphasizing children and youth with special needs, neurodiversity, and exceptionality. The course will examine current federal and state policies and their effect on children, youth, families, and social work professionals. The course will also explore the current social problems that impact children, youth, and their families, including but not limited to poverty, health care, education, disabilities, accessibility, and inclusivity.

Course Pre-Requisites:

SOWK 200 or permission of department

Required Textbooks:

Webb, Nancy Boyd, and Luis H. Zayas. 2019. Social Work Practice with Children (Clinical Practice with Children, Adolescents, and Families). 4th Edition.

Course Objectives:

1. To cultivate students' knowledge of the basic civil and human rights and privileges that every child and adolescent is entitled to on a national and global level.
2. To understand the historical and philosophical foundations of policy interventions and services for children, youth, and their families, including those policies impacting children and youth with special needs.
3. To understand the importance of how children and adolescents are impacted by a variety of social issues, such as systemic racism, poverty, homelessness, healthcare accessibility, violence, community violence, socioeconomic background, and disability status.
4. To apply theories, conceptual frameworks and perspectives, and empirical research in the analysis of social policies, services, and funding means for children, youth, and their families.
5. To acquire knowledge about the different systems that serve children and adolescents and the relationships between the different systems.
6. To understand the reciprocal relationship between social policy and social work practice while applying the values, ethics, skills, and interventions needed to advocate for social and economic justice.
7. To develop and enhance social work skills that enable students to become advocates for children and adolescents who are involved in different systems and who are disabled, neurodiverse, or have special needs.

Social Work Competencies:

The BSW Program at Francis Marion University follows the Council on Social Work Education 2022 Education Policy and Accreditation Standards (EPAS). The EPAS includes nine competencies BSW students must master to graduate with a BSW degree. This course is an elective, not a core course that directly assesses student knowledge of these competencies. However, this course still assists students in mastering three of the nine competencies. The following information on competencies is from the CSWE 2022 EPAS. Here is a link to the CSWE 2022 EPAS (<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>).

This course covers the following competencies:

- **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person, regardless of position in society, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Thus, social workers will be able to:

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

- **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Thus, social workers will be able to:

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

- **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. 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. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Thus, social workers will be able to:

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Course Requirements:

Your grade for this course is based on total number of points. You can earn up to 500 points in this course. Each requirement is worth 100 points, and the due dates are listed below. The requirements for this course include:

Midterm Exam (100 Points): A midterm exam will be given in this course. The midterm will have a combination of multiple-choice, short-answer, and essay questions. The midterm will be given during week 8 of the semester. Date: TBD.

Final Exam (100 Points): A final exam will be given in this course. The final will have a combination of multiple-choice, short-answer, and essay questions. The final will be given during finals week. Date: TBD.

Policy Project (100 Points): Students enrolled in this course are required to complete a final project that involves identifying a problem or issue related to children and evaluating the subsequent policy created that addresses that issue or problem. The project will also include a critique of the policy response and a discussion of how to improve the policy. Specific instructions will be provided in class and posted to Blackboard. The project will be due: TBD.

Presentation on a Current Event (100 Points): Students are required to give a five-minute presentation on a current event related to children in the news. This may involve any social issue, such as child abuse, human trafficking, suicide, drug/alcohol abuse, or issues that occurred in school or the community. Specific details and instructions will be presented in class and posted to Blackboard. Presentations will be given to the class during the final week of classes. Dates TBD.

Class Discussions (100 Points): Students are required to participate in class discussions. Students must at least develop either a question to ask the class or provide a comment each week. Students begin the class with 100 points for discussions. Students who do not participate weekly will see points docked from those 100 points. Each week that a student does not participate will result in a deduction of 10 points.

Grade Scale:

A=450-500 (90% to 100%)
B+=430-449 (86.00% to 89.99%)
B=400-429 (80.00% to 85.99%)
C+=380-399 (76.00% to 79.99%)
C=350-379 (70.00% to 75.99%)
D+=330-349 (65.00% to 69.99%)
D=300-329 (60.00% to 64.99%)
F=299 and below (59.99% to 0%)

Attendance Policy

Attendance is taken in this class. A sign-in sheet will be distributed at the beginning of class. A grade of F or W will be assigned if a student is absent more than twice the number of required classes per week during the semester. Twice the number of required classes per week for this class is 6. **Once you miss more than six classes or the 7th absence, you will be assigned a grade of F or W. Please see page 63 in your FMU student catalog on Class Attendance Policy.**

I will not accept doctor's notes, funeral notices, or court appearances to excuse these six absences. These six absences will include both excused and unexcused absences. However, if certain circumstances will cause you to miss more than these SIX absences, such as athletic commitments, PLEASE SEE ME. It is up to the instructor to consider any absences as excused. If you are a student-athlete, you must provide me with a schedule of the days you must miss class.

Make-Up Exam Policy

I only allow **make-up exams** under extreme circumstances. Extreme circumstances include the following:

- Hospitalization
- Death in the family/funerals
- Mandatory court appearances
- Contagious illnesses, such as strep throat, COVID-19, or the flu.
- Any other circumstance the professor sees as extreme.

- (1) You must have documentation from the hospital, doctor, obituary/funeral notice, or a court/judge.
- (2) You must contact me no later than 24 hours after the missed exam, and finally
- (3) The missed exam must be made up as soon as you return to school (within 5 calendar days of the missed exam). **THERE ARE NO EXCEPTIONS.**
- (4) The exam may also be a different format (e.g., essay or oral exam) from the exam given to the rest of the class.

Academic Dishonesty

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helps someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense. According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

Classroom Policies

If you are caught not paying attention to the lecture or not doing what you are supposed to be doing while in class, you will lose 10 points from your final grade and you will be counted as absent. There will be a 10-point deduction each time this occurs. If you are caught doing something you should not be doing during class on three separate occasions, a total of 30 points will be subtracted from your point total at the end of the semester. I may or may not inform you of this deduction, and the decision to take such action is up to the professor. This policy also applies when the class is completing work in groups, and your group is finished before other groups. It also applies when students are completing class assignments individually.

Cell phones and other electronic devices are prohibited and must be turned off before the beginning of class. Cell phones should not be visible on your desk at any time. If I see a cell phone, this will result in an absence and a 10-point deduction.

You cannot use your cell phone or tablet to take pictures of the PowerPoint slides used during lectures. If you are caught doing this, you will have a 10-point deduction and will be counted as absent.

The following violations will also result in a 10-point deduction:

1. Cell Phones, texting, and using your smartphone to access the Internet.
2. Using a laptop or tablet to access the Internet during lectures and class assignments. You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard for you to use for note-taking purposes.
3. Sleeping during lectures and class assignments.
4. Talking during lecture.
5. Completing work for another class during this class.
6. Packing up your items before class is over, and while I am still lecturing.
7. IF YOU ARE CAUGHT VIOLATING ANY OF THE ABOVE POLICIES WHILE TAKING AN EXAM, YOU WILL LOSE 10 POINTS FROM YOUR FINAL GRADE AND RECEIVE AN AUTOMATIC ZERO ON THE EXAM AND YOU WILL BE ASKED TO LEAVE THE CLASSROOM. ALSO, THE ABOVE POLICIES APPLY WHILE CLASSMATES ARE GIVING THEIR PRESENTATIONS.

Arrive to class on time. Class begins once I shut the door. If you are late, you will be counted as absent. You will not be able to sign the attendance sheet. You will also be counted absent if you leave class early. If you must leave early or come to class late, please do so as quietly as possible. Also, if you have to leave early, please let me know at the beginning of class.

I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER. I also expect you to always be respectful and courteous to the instructor. It is the responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other sanctions. Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).

Course Schedule:

Week 1: Meeting the needs of children

- Challenges
- Emotional and behavioral problems
- Utilizing an Ecological Perspective
- Child development & disabilities
- Current Issues in understanding childhood disability

Required readings:

- Chapter 1 in Webb & Zayas.

- Chapter 2 in Opportunities for Improving Programs and Services for Children with Disabilities

Week 2: Challenges for practitioners helping children

- The role of the social worker
- Necessary knowledge base for working with children
- Necessary competencies
- Avoiding pitfalls

Required readings:

- Chapter 2 in Webb & Zayas.
- Review the following website: SSWR's Grand Challenges (those specific to children and youth) <http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/>

Week 3: Systems and services

- Identifying a need for services
- Working with multiple agencies
- Establishing professional relationships
- Health services for children with disabilities

Required readings:

- Chapter 3 in Webb & Zayas
- Chapter 4 in Opportunities for Improving Programs and Services for Children with Disabilities

Week 4: Contracting, planning interventions, and tracking progress

- Initiating services for clients (children and their families)
- Planning the best and appropriate intervention for children and their families
- What determines progress?
- School-based programs for children with disabilities

Required readings:

- Chapter 5 in Webb & Zayas
- Chapter 5 in Opportunities for Improving Programs and Services for Children with Disabilities

Week 5: Helping the family help their child

- The different levels of family involvement
- Integrating child and family therapy
- Issues with the family dealing with disability and gender identity
- Overview of child and family services

Required reading:

- Chapter 6 in Webb & Zaya

Week 6: Group work with children

- The rationale for using groups
- Types of groups for children
- Planning group work with children

- The effectiveness of group play

Required reading:

- Chapter 8 in Webb & Zaya

Week 7: Programs and services in the community

- Community living programs
- Advocacy services and programs
- Economic support for families and children

Required reading:

- Chapter 6 in Opportunities for Improving Programs and Services for Children with Disabilities

Week 8: Review & Midterm Exam

Date for midterm exam: TBD

Week 9: Children living in kinship and foster care

- Issues for children in placement
- Determining the need for placement
- Interventions with children, kin, and foster parents
- Types of care

Required readings:

- Chapter 10 in Webb & Zaya
- Conn, M. (2020). State lawmakers race the clock to prevent hundreds of foster youth from aging out alone. <https://chronicleofsocialchange.org/foster-care/state-lawmakers-race-the-clock-to-prevent-hundreds-of-foster-youth-from-aging-out-alone/44320>
- Supporting Older Youth in Foster Care <http://www.ncsl.org/research/human-services/supports-older-youth.aspx>

Week 10: Children and family stressors

- Issues of loss and multiple stressors
- Helping children in divorcing or blended families
- Custody disputes
- Growing up in a substance-using family/environment
- Services available for children of substance-abusing parents
- Ethical concerns and dilemmas

Required readings:

- Chapter 11 in Webb & Zaya
- Chapter 13 in Webb & Zaya

Week 11: Child victims and witnesses of family violence & bullying

- Impact on children exposed to violence
- Impact of child abuse
- PTSD in children, methods to help
- Causes and impacts of bullying
- Cyberbullying
- Anti-bullying intervention programs and individual interventions

Required readings:

- Chapter 14 in Webb & Zaya
- Chapter 15 in Webb & Zaya

Week 12: Immigrant and refugee children

- Categories of immigrants and refugees
- The process of legal immigration and deportation
- Multiple traumas of immigrant and refugee children
- Treating PTSD in immigrant and refugee children

Required reading:

- Chapter 16 in Webb & Zaya

Week 13: Effectiveness of programs, services, and policies

- Characteristics that contribute to the effectiveness of programs, services, and policies
- Limitations on current programs, services, and policies
- Improving programs, services, and policies
- Trends in the direct practice with children

Required reading:

- Chapter 17 in Webb & Zaya
- Chapter 7 in Opportunities for Improving Programs and Services for Children with Disabilities

Week 14: Presentations

Week 15/16: Final Exam**

Date for final exam: TBD

***Course schedule is subject to change if necessary**

****Final exams cannot be made up.**

crisis assessment, safety planning, de-escalation techniques, and referral processes. The course emphasizes the importance of cultural competency, empathy, and self-care in crisis work and the collaborative nature of crisis intervention involving interdisciplinary teams and community resources. By the end of the course, students will be prepared to respond to crises with confidence, sensitivity, and professionalism.

Purpose:

1. For Whom (generally?)
Social work majors and any student who has completed the pre-requisite of SOWK 200
2. What should the course do for the student?
Teach students the theories, models, and applications of crisis intervention, ranging from family violence, school violence, substance abuse, PTSD, sexual assault, suicide, disasters, and the legalities and ethics of intervening during a crisis. Students will also understand the importance of empathy, diversity, and cultural competency during crises.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

James, Richard K., and Burl E. Gilliland. 2017. Crisis Intervention Strategies: 8th Edition. Cengage Publishing.

Course Content:

1. Approaching crisis intervention
2. Culturally effective helping in crisis
3. The intervention and assessment models
4. The tools of the trade
5. Crisis case handling
6. Telephone and online crisis counseling
7. Posttraumatic stress disorder
8. Crisis of lethality
9. Sexual assault
10. Partner violence
11. Family crisis intervention
12. Personal loss – bereavement & grief
13. Crises in schools
14. Legal and ethical issues on crisis of trauma
15. Disaster response & addiction

SOWK 335
Crisis Intervention

Professor's Name: TBD
Course Days & Times: TBD
Course Location: TBD
Professor's Office Location: TBD
Professor's Email: TBD
Professor's Phone: TBD
Office Hours: TBD

Course Description:

This course provides an in-depth exploration of crisis intervention strategies and techniques social workers use to assist individuals and communities in acute distress. Students will learn the foundational principles of crisis theory, assess various types of crises (such as trauma, substance abuse, family conflict, and mental health emergencies), and develop the skills necessary to intervene effectively and ethically. Through case studies, role-playing, and simulations, students will gain hands-on experience managing crises, including crisis assessment, safety planning, de-escalation techniques, and referral processes. The course emphasizes the importance of cultural competency, empathy, and self-care in crisis work and the collaborative nature of crisis intervention involving interdisciplinary teams and community resources. By the end of the course, students will be prepared to respond to crises with confidence, sensitivity, and professionalism.

Course Pre-Requisites:

SOWK 200 or permission of department

Required Textbooks:

James, Richard K., and Burl E. Gilliland. 2017. Crisis Intervention Strategies. 8th Edition. Cengage Publishing.

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of crisis theory, including the nature of crises, the stages of crisis development, and the impact of crisis on individuals, families, and communities.
2. Identify and assess various types of crises, including natural disasters, interpersonal violence, mental health crises, substance abuse emergencies, and other acute stressors.
3. Apply evidence-based crisis intervention models to effectively manage crisis situations.
4. Use specific intervention techniques, such as active listening, de-escalation strategies, safety planning, and problem-solving, to address immediate needs and reduce psychological distress.
5. Demonstrate effective verbal and non-verbal communication techniques to engage clients in crisis, including building rapport, establishing trust, and promoting emotional regulation.
6. Analyze ethical and legal considerations in crisis intervention, including confidentiality, mandated reporting, duty to warn, and decision-making in high-pressure situations.

7. Demonstrate the ability to work collaboratively with other professionals (e.g., law enforcement, healthcare providers, and mental health professionals) to coordinate a comprehensive crisis response.
8. Create individualized safety plans for clients in crisis, including risk assessment, resources, and referrals to appropriate community services, with a focus on ensuring the immediate and long-term well-being of the client.
9. Apply culturally sensitive and trauma-informed approaches to crisis intervention, understanding the unique needs of diverse populations and respecting cultural differences in crisis responses.
10. Critically evaluate the outcomes of crisis interventions, including effectiveness, client safety, and the long-term impact of the intervention on the client's recovery and resilience.

Social Work Competencies:

The BSW Program at Francis Marion University follows the Council on Social Work Education 2022 Education Policy and Accreditation Standards (EPAS). The EPAS includes nine competencies BSW students must master to graduate with a BSW degree. This course is an elective, not a core course that directly assesses student knowledge of these competencies. However, this course still assists students in mastering three of the nine competencies. The following information on competencies is from the CSWE 2022 EPAS. Here is a link to the CSWE 2022 EPAS (<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers will be able to:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers 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. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers will be able to:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers will be able to:

- When assessing clients and constituencies, apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks.
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Course Requirements:

Your grade for this course is based on total number of points. You can earn up to 500 points in this course. Each requirement is worth 100 points, and the due dates are listed below. These assignments are

designed to provide students with both theoretical and practical knowledge of crisis intervention while allowing them to develop the skills necessary to respond effectively to real-world crises in their future social work practice.

The requirements for this course include:

1. Crisis Assessment and Intervention Plan (Case Study Analysis):

Students will be provided with a detailed case study depicting an individual or family in crisis (e.g., someone experiencing a mental health crisis, a survivor of domestic violence, or a child in immediate danger). The assignment will require students to assess the situation, identify the type of crisis, and formulate an appropriate intervention plan. Specific guidelines and instructions will be provided in class and/or uploaded to Blackboard. Due Date: TBD

2. Role-Play and Simulation of Crisis Intervention

In small groups, students will participate in a role-play scenario where they must respond to a simulated crisis. Each student will take turns as the social worker, the client in crisis, and an observer. After each simulation, students will provide feedback and engage in group discussion about the strategies used and areas for improvement. Specific guidelines and instructions will be provided in class and/or uploaded to Blackboard. Due Date: TBD

3. Cultural Competency and Crisis Intervention Reflection

Students will write a reflective essay on the importance of cultural competence in crisis intervention. This assignment will require students to consider how cultural background, identity, and experiences of marginalization or trauma may influence a person's response to crisis and their interaction with a social worker. Specific guidelines and instructions will be provided in class and/or uploaded to Blackboard. Due Date: TBD

4. Ethical Dilemma in Crisis Intervention Paper

This assignment will focus on an ethical dilemma that may arise in crisis intervention, such as balancing client confidentiality with the duty to report or address the potential for harm to self or others. Students will analyze a hypothetical scenario in which a crisis intervention social worker faces an ethical challenge and will write a paper discussing how they would address the dilemma. Specific guidelines and instructions will be provided in class and/or uploaded to Blackboard. Due Date: TBD

5. Crisis Intervention Reflection Journal

Throughout the course, students will maintain a weekly journal reflecting on the course content, personal insights, and challenges related to crisis intervention. This journal will provide students with an opportunity to track their growth, address personal reactions to crisis work, and reflect on how they can apply the concepts learned in class to future practice. Specific guidelines and instructions will be provided in class and/or uploaded to Blackboard. Due Date: Due weekly, but dates are TBD.

Grade Scale:

A=450-500 (90% to 100%)

B+=430-449 (86.00% to 89.99%)

B=400-429 (80.00% to 85.99%)

C+=380-399 (76.00% to 79.99%)

C=350-379 (70.00% to 75.99%)

D+=330-349 (65.00% to 69.99%)

D=300-329 (60.00% to 64.99%)

F=299 and below (59.99% to 0%)

Attendance Policy

Attendance is taken in this class. A sign-in sheet will be distributed at the beginning of class. A grade of F or W will be assigned if a student is absent more than twice the number of required classes per week during the semester. Twice the number of required classes per week for this class is 6. **Once you miss more than six classes or the 7th absence, you will be assigned a grade of F or W. Please see page 63 in your FMU student catalog on Class Attendance Policy.**

I will not accept doctor's notes, funeral notices, or court appearances to excuse these six absences. These six absences will include both excused and unexcused absences. However, if certain circumstances will cause you to miss more than these SIX absences, such as athletic commitments, PLEASE SEE ME. It is up to the instructor to consider any absences as excused. If you are a student-athlete, you must provide me with a schedule of the days you must miss class.

Make-Up Exam Policy

I only allow **make-up exams** under extreme circumstances. Extreme circumstances include the following:

- Hospitalization
- Death in the family/funerals
- Mandatory court appearances
- Contagious illnesses, such as strep throat, COVID-19, or the flu.
- Any other circumstance the professor sees as extreme.

(1) You must have documentation from the hospital, doctor, obituary/funeral notice, or a court/judge.

(2) You must contact me no later than 24 hours after the missed exam, and finally

(3) The missed exam must be made up as soon as you return to school (within 5 calendar days of the missed exam). THERE ARE NO EXCEPTIONS.

(4) The exam may also be a different format (e.g., essay or oral exam) from the exam given to the rest of the class.

Academic Dishonesty

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helps someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense. According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

Classroom Policies

If you are caught not paying attention to the lecture or not doing what you are supposed to be doing while in class, you will lose 10 points from your final grade and you will be counted as absent. There will be a 10-point deduction each time this occurs. If you are caught doing something you should not be doing during class on three separate occasions, a total of 30 points will be subtracted from your point total at the end of the semester. I may or may not inform you of this deduction, and the decision to take such action

is up to the professor. This policy also applies when the class is completing work in groups, and your group is finished before other groups. It also applies when students are completing class assignments individually.

Cell phones and other electronic devices are prohibited and must be turned off before the beginning of class. Cell phones should not be visible on your desk at any time. If I see a cell phone, this will result in an absence and a 10-point deduction.

You cannot use your cell phone or tablet to take pictures of the PowerPoint slides used during lectures. If you are caught doing this, you will have a 10-point deduction and will be counted as absent.

The following violations will also result in a 10-point deduction:

1. Cell Phones, texting, and using your smartphone to access the Internet.
2. Using a laptop or tablet to access the Internet during lectures and class assignments. You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard for you to use for note-taking purposes.
3. Sleeping during lectures and class assignments.
4. Talking during lecture.
5. Completing work for another class during this class.
6. Packing up your items before class is over, and while I am still lecturing.
7. IF YOU ARE CAUGHT VIOLATING ANY OF THE ABOVE POLICIES WHILE TAKING AN EXAM, YOU WILL LOSE 10 POINTS FROM YOUR FINAL GRADE AND RECEIVE AN AUTOMATIC ZERO ON THE EXAM AND YOU WILL BE ASKED TO LEAVE THE CLASSROOM. ALSO, THE ABOVE POLICIES APPLY WHILE CLASSMATES ARE GIVING THEIR PRESENTATIONS.

Arrive to class on time. Class begins once I shut the door. If you are late, you will be counted as absent. You will not be able to sign the attendance sheet. You will also be counted absent if you leave class early. If you must leave early or come to class late, please do so as quietly as possible. Also, if you have to leave early, please let me know at the beginning of class.

I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER. I also expect you to always be respectful and courteous to the instructor. It is the responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other sanctions. Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).

Course Schedule:

Week 1: Approaching Crisis Intervention; Reading: Chapter 1

- Definitions & Characteristics
- Introduction to Theories and Models
- Characteristics of Effective Crisis Workers

Week 2: Culturally Effective Helping in Crisis; Reading: Chapter 2

- Multicultural Perspectives in Crisis Intervention
- Shortcomings of a Multiculturalist Approach
- Culturally Effective Helping During a Crisis

Week 3: The Intervention and Assessment Models; Reading: Chapter 3

- A Hybrid Model of Crisis Intervention
- Assessment in Crisis Intervention

Week 4: The Tools of the Trade; Reading: Chapter 4

- Listening in Crisis Intervention
- Basic Strategies of Crisis Intervention
- The Climate of Client Growth
- Acting in Crisis Intervention

Week 5: Crisis Case Handling; Reading: Chapter 5

- Handling Crisis Cases vs. Long-Term Cases
- Case Handling at Walk-in Crisis Facilities
- Police and Crisis Intervention
- Transcrisis Handling in Long-Term Program

Week 6: Telephone and Online Crisis Counseling; Reading: Chapter 6

- Case Handling on Telephone Crisis Lines
- Telephone Counseling Strategies
- Regular, Severely Disturbed, and Abusive Callers
- Hotlines
- The Internet's Growing Role in Crisis Intervention
- Behavioral Telehealth
- Legal, Ethical, and Moral Issues

Week 7: Posttraumatic Stress Disorder; Reading: Chapter 7

- Introduction, Background, and Dynamics
- Incidence, Impact, and Trauma Type
- Maladaptive Patterns Characteristic of PTSD
- Components of Treatment for Adults
- Individual Intervention Stages
- Group Treatment
- Children and PTSD

Week 8: Crisis of Lethality; Reading: Chapter 8

- Background
- The Dynamics of Suicide
- Myths
- Assessment
- Intervention
- Losing a Client to Suicide

Week 9: Sexual Assault; Reading: Chapter 9

- The Scope of the Problem
- The Dynamics of Rape

- Date and Acquaintance Rape
- Intervention Strategies
- Survivors
- Sexual Abuse in Childhood
- Intervention Strategies with Children
- Prosecution & Counseling

Week 10: Partner Violence; Reading: Chapter 10

- Incidence
- Approaches
- Dynamics
- Intervention Strategies
- Shelters
- Intervention with Children
- Dating violence
- Gay and Lesbian Violence
- Treating Batterers

Week 11: Family Crisis Intervention; Reading: Chapter 11

- Introduction & Definition
- Research on Family Crisis
- Models & Dynamics
- Stages of Family Resolution of Crises
- Cultural Issues

Week 12: Personal Loss – Bereavement & Grief; Reading: Chapter 12

- Dynamics & Conceptual Approaches
- Types of Loss
- Intervention Strategies
- Dealing with Loss

Week 13: Crises in Schools; Reading: Chapter 13

- Gangs, Bullying, & Juvenile Offenders
- School-Based Suicide Prevention & Intervention
- Planning for a Crisis
- Implementing the Crisis Plan
- Transcrisis Intervention

Week 14: Legal and Ethical Issues on Crisis of Trauma; Reading: Chapter 15

- Ethical & Legal Interface with Crisis of Trauma
- Case Studies
- Implications for Practice

Week 15/16: Disaster Response & Addiction; Readings: Chapters 17 & 18

- Discussion of Disaster Response, Responders, & Survivors
- Sociocultural Determinants of Substance Abuse
- Models of Addiction
- Diagnosis, Treatment, and Intervention

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

New Course Modification

Department/School Sociology Date 12/11/24

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SOWK 371 Title Social Work Intervention: Working with
Individuals & Groups

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 200, 230, Sociology 302, and Sociology 303; junior standing; or permission of
department

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program
requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature Jessica Dancet

Provost's Signature V. J. Hill

Date of Implementation Fall 2025

Date of School/Department approval 12/9/24

Catalog description: This course provides students with foundational knowledge and skills necessary for effective social work practice with individuals and small groups. Emphasizing person-in-environment theory and strengths-based approaches, students will explore a variety of intervention techniques designed to support diverse populations facing social, emotional, and psychological challenges. The course covers assessment, engagement, goal setting, and intervention strategies for working with individuals, as well as dynamics specific to small

groups. Students will examine the roles of social workers in facilitating change, promoting empowerment, and fostering personal growth in both one-on-one and group settings. Ethical considerations, cultural competency, and the use of evidence-based practices are key elements of the course, which aims to develop students' ability to provide compassionate, effective, and inclusive social work services.

Purpose:

1. For Whom (generally?)
This course is ideal for students pursuing a career in social work, counseling, or other helping professions, providing them with the tools to work effectively with individuals and small groups in a variety of settings, including schools, healthcare, community organizations, and mental health services.
2. What should the course do for the student?
 1. Understand key theories and models of practice for working with individuals and small groups.
 2. Develop assessment and intervention skills for individuals with various needs, including mental health, substance use, and trauma.
 3. Explore group dynamics and effective strategies for facilitating small group interventions.
 4. Gain knowledge of ethical, legal, and cultural considerations in social work practice.
 5. Enhance skills in critical thinking, reflective practice, and professional communication.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- Holosko, Michael J., Catherine N. Dulmus, and Karen M. Sowers. 2013. *Social Work Practice with Individuals and Families: Evidence-Informed Assessments and Interventions*
- Additional readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Assessment of children
2. Intervention with children
3. Assessment of adolescents
4. Intervention with adolescents
5. Assessment of adults
6. Intervention with adults
7. Assessment of elderly
8. Intervention with elderly
9. Assessment of families
10. Intervention with families

SOWK 371: Social Work Intervention: Working with Individuals & Groups
Fall 2025

Course time/location: TBD
Instructor: TBD
Office and Office Hours: TBD
Phone and e-mail: TBD

MATERIALS USED

Textbooks -- Holosko, Michael J., Catherine N. Dulmus, and Karen M. Sowers. 2013. Social Work Practice with Individuals and Families: Evidence-Informed Assessments and Interventions
Other readings and handouts will be provided by the instructor

COURSE PREREQUISITES

A passing grade in SOWK 200, SOWK 230, SOCI 302, and SOCI 303; junior standing; or permission of department.

COURSE DESCRIPTION

This course provides students with foundational knowledge and skills necessary for effective social work practice with individuals and small groups. Emphasizing person-in-environment theory and strengths-based approaches, students will explore a variety of intervention techniques designed to support diverse populations facing social, emotional, and psychological challenges. The course covers assessment, engagement, goal setting, and intervention strategies for working with individuals, as well as dynamics specific to small groups. Students will examine the roles of social workers in facilitating change, promoting empowerment, and fostering personal growth in both one-on-one and group settings. Ethical considerations, cultural competency, and the use of evidence-based practices are key elements of the course, which aims to develop students' ability to provide compassionate, effective, and inclusive social work services.

COURSE OBJECTIVES

1. Understand key theories and models of practice for working with individuals and small groups.
2. Develop assessment and intervention skills for individuals with various needs, including mental health, substance use, and trauma.
3. Explore group dynamics and effective strategies for facilitating small group interventions.
4. Gain knowledge of ethical, legal, and cultural considerations in social work practice.
5. Enhance skills in critical thinking, reflective practice, and professional communication.

This course is ideal for students pursuing a career in social work, counseling, or other helping professions, providing them with the tools to work effectively with individuals and small groups in a variety of settings, including schools, healthcare, community organizations, and mental health services.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, coming and going at will, or throwing objects during class. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned **off** and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will **not** take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, also depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 3 exams, a case study paper, and oral presentation will be assigned. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 3 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 50 multiple choice questions, with each question worth 2 points. There will be a review sheet, check list, or study guide provided by the instructor.

Only students for whom the Office of Counseling and Testing has provided requests for accommodation will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Make-up exams will be given in this course, only for those with valid excuses (such as a doctor's note). Per University regulations, **All** students are REQUIRED to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

During examinations, **all electronic devices** (such as iPhones, laptops, programmable watches, etc.) **and books, notes, etc. must be stored away** in bookbags, in purses, or under your desk with information face down. Otherwise, I will assume they are being used to cheat on the examinations and you will be penalized. All paper used for the examinations will be provided by the instructor. Also, **leaving the**

classroom after beginning an examination, without finishing the exam and turning it in to the instructor, is **prohibited**.

Exam grades will NOT be dropped or curved. Each exam is **worth 100 points** towards your final grade.

CASE STUDY PAPER

Each student will be given a mock case to assess and determine the appropriate intervention actions. This assessment and intervention recommendation will be based on the concepts, theories, and other information covered in class. The assessment and intervention recommendation portions of the paper are each worth 50 points, for a total of 100 points for the paper. The paper should be a minimum of 6 pages long, double-spaced.

PRESENTATION

Each person will also give a 5-minute Power Point presentation to the class on their paper. **Those who did not submit a paper on the due date will NOT be allowed to give a presentation.** A sign-up sheet of presentation dates will be circulated in class. **The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation.

<u>Criteria for Power Point Show</u>	<u>Points Worth</u>
Title page	2
Font (right size and type for audience to easily see)	2
Slide background color (clear contrast with type)	2
Slides uncluttered	2
No audio clips allowed (often fail to work, speech avoidance technique)	0
No cascading sentences/titles (they are a distraction)	2
Slides address major points from <u>each</u> part of paper	16
Right number of slides (8 slides minimum and 12 slides maximum)	2
Any photos or diagrams used are easy to see	2
	Sub-total: 30 points
<u>Criteria for Speaker Delivery</u>	
Ability to explain paper parts correctly	20
Covered all parts of the paper in the presentation	20
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (5 minutes)**	0
	Sub-total: 70 points

Maximum Total Points Possible = 100

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 5 minutes or over 8 minutes.

ATTENDANCE

Attendance will be taken at every class meeting. Those who miss more than 6 classes will be automatically dropped from the course, regardless of the reasons for missing class. Any material that you miss due to absences is your responsibility to obtain from a classmate.

COURSE GRADES

Final course grades will be based upon the average of your exam, paper, and presentation grades. Course letter grades are assigned as follows:

A = 90 and higher B+= 86 – 89.99 B = 80 – 85.99 C+ = 76 – 79.99
C = 70 – 75.99 D+ = 66 – 69.99 D = 60 – 65.99 F = 59.99 and below

Final course grades will not be curved. Grades of Incomplete will not be assigned

TENTATIVE COURSE SCHEDULE

Below is a tentative schedule for the course. H = Holosko et al

Week	Reading	Topic
1	Syllabus	Course requirements and case assignment
2	H1	Assessment of children
3	H2	Intervention with children
4	H3	Assessment of adolescents
5	H4	Intervention with adolescents
6	---	Exam 1
7	H5	Assessment of adults
8	H6	Intervention with adults
9	H7	Assessment of elderly
10	H8	Intervention with elderly
11	---	Exam 2
12	H9	Assessment of families
13	H10	Intervention with families
14	---	Presentations
15	---	Final Exam

Purpose:

1. For Whom (generally?)
This course is ideal for students pursuing a career in social work, counseling, or other helping professions, providing them with the tools to work effectively with organizations and communities.

2. What should the course do for the student?
Upon completion of the course, students should be able to:
 1. Understand key theories and models
 2. Analyze community and organizational needs
 3. Develop intervention strategies
 4. Apply policy advocacy techniques
 5. Promote collaboration and stakeholder engagement
 6. Evaluate program and organizational effectiveness
 7. Develop cultural competence
 8. Promote ethical and professional practice
 9. Foster sustainable community change
 10. Build leadership and advocacy skills

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- Community Toolbox website at University of Kentucky
- Additional readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. What is community
2. Community and identity; understanding and describing community
3. Macro theories of practice
4. Assessing community needs
5. Assessing community resources
6. Strategies for community change
7. Understanding social service organizations
8. Choosing interventions and removing barriers
9. Creating opportunities and improving services
10. Evaluating community programs and initiatives
11. Becoming a community leader

SOWK 372
Social Work Intervention II: Working with Organizations & Communities
Fall 2025

Course time/location: TBD
Instructor: TBD
Office and Office Hours: TBD
Phone and e-mail: TBD

REQUIRED MATERIALS

Reading: Community Toolbox website at University of Kentucky

COURSE PREREQUISITES

A passing grade in SOWK 200, SOWK 230, SOCI 302, and SOCI 303; junior standing; or permission of department.

COURSE DESCRIPTION

This course explores the key concepts, theories, and practical strategies used by social workers when intervening at the organizational and community levels. Students will gain an understanding of the dynamics that influence organizational structures, community systems, and the intersection of social, economic, and political forces that impact both. The course will focus on empowering individuals and groups, advocating for social justice, and creating systemic change.

Throughout the course, students will explore models of community practice, organizational development, and policy advocacy, with an emphasis on promoting inclusion, sustainability, and collaboration. Case studies, real-world applications, and community engagement projects will help students develop the necessary skills for assessing and addressing the needs of communities and organizations in diverse settings.

Key topics include:

1. Theories and frameworks for community-based practice
2. Organizational theory and structure
3. Strategies for community mobilization and advocacy
4. Social justice and diversity in organizational and community settings
5. Intervention models: needs assessment, program evaluation, and capacity building
6. Policy analysis and social change advocacy
7. Ethical considerations in community and organizational interventions

By the end of the course, students will be equipped with the knowledge and skills to design, implement, and evaluate effective interventions that promote social and economic well-being within communities and organizations. This course will also emphasize the importance of collaboration with community stakeholders, fostering resilience, and the ethical responsibilities of social workers in organizational and community practice.

COURSE OBJECTIVES

- 1. Understand Key Theories and Models:**
Students will develop a comprehensive understanding of the core theories, models, and frameworks used in social work intervention with organizations and communities, including community development, organizational theory, and systems theory.
- 2. Analyze Community and Organizational Needs:**
Students will learn to assess and analyze the needs, resources, and challenges within organizations and communities, using data collection and evaluation methods to identify strengths and areas for intervention.
- 3. Develop Intervention Strategies:**
Students will acquire the skills to design and implement effective intervention strategies, incorporating principles of social justice, empowerment, and inclusivity in organizational and community practice.
- 4. Apply Policy Advocacy Techniques:**
Students will gain an understanding of how to advocate for policies that promote systemic change, equity, and social justice within organizations and communities.
- 5. Promote Collaboration and Stakeholder Engagement:**
Students will learn to build and sustain collaborative partnerships with diverse stakeholders, including community members, organizations, and policymakers, to address social issues and enhance community well-being.
- 6. Evaluate Program and Organizational Effectiveness:**
Students will develop the ability to evaluate the effectiveness of programs, policies, and interventions, using both qualitative and quantitative methods to measure outcomes and make improvements.
- 7. Develop Cultural Competence:**
Students will gain an understanding of the role of culture, diversity, and intersectionality in community and organizational practice, and will apply culturally responsive and inclusive approaches in their interventions.
- 8. Promote Ethical and Professional Practice:**
Students will demonstrate the ability to engage in ethical practice within organizational and community settings, adhering to social work values and standards while addressing the complexities of power, privilege, and ethics in social work intervention.
- 9. Foster Sustainable Community Change:**
Students will learn to develop long-term, sustainable interventions that empower communities and organizations to continue addressing their own challenges, enhancing resilience, and promoting social and economic justice.
- 10. Build Leadership and Advocacy Skills:**
Students will develop leadership skills that enable them to serve as advocates for marginalized populations and facilitate change in organizational and community settings, while promoting social responsibility and advocacy for social change.

By meeting these objectives, students will be prepared to engage in informed, ethical, and effective social work practice with organizations and communities to address social problems and promote positive change.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, coming and going at will, or throwing objects during class. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office only after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, also depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 3 exams, a case study paper, and oral presentation will be assigned. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 3 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 50 multiple choice questions, with each question worth 2 points. There will be a review sheet, check list, or study guide provided by the instructor.

Only students for whom the Office of Counseling and Testing has provided requests for accommodation will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Make-up exams will be given in this course, only for those with valid excuses (such as a doctor's note). Per University regulations, All students are REQUIRED to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

During examinations, all electronic devices (such as iPhones, laptops, programmable watches, etc.) and books, notes, etc. must be stored away in bookbags, in purses, or under your desk with information face down. Otherwise, I will assume they are being used to cheat on the examinations and you will be penalized. All paper used for the examinations will be provided by the instructor. Also, leaving the classroom after beginning an examination, without finishing the exam and turning it in to the instructor, is prohibited.

Exam grades will NOT be dropped or curved. Each exam is worth 100 points towards your final grade.

CASE STUDY PAPER

Each student will be given a mock case to assess and determine the appropriate intervention actions. This assessment and intervention recommendation will be based on the concepts, theories, and other information covered in class. The assessment and intervention recommendation portions of the paper are each worth 50 points, for a total of 100 points for the paper. The paper should be a minimum of 6 pages long, double-spaced.

PRESENTATION

Each person will also give a 5-minute Power Point presentation to the class on their paper. Those who did not submit a paper on the due date will NOT be allowed to give a presentation. A sign-up sheet of presentation dates will be circulated in class. The presentation is worth 100 points of your final grade. Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation.

<u>Criteria for Power Point Show</u>	<u>Points Worth</u>
Title page	2
Font (right size and type for audience to easily see)	2
Slide background color (clear contrast with type)	2
Slides uncluttered	2
No audio clips allowed (often fail to work, speech avoidance technique)	0
No cascading sentences/titles (they are a distraction)	2
Slides address major points from <u>each</u> part of paper	16
Right number of slides (8 slides minimum and 12 slides maximum)	2
Any photos or diagrams used are easy to see	2
	Sub-total: 30 points

<u>Criteria for Speaker Delivery</u>	
Ability to explain paper parts correctly	20
Covered all parts of the paper in the presentation	20
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (5 minutes)**	0
	Sub-total: 70 points

Maximum Total Points Possible = 100

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 5 minutes or over 8 minutes.

ATTENDANCE

Attendance will be taken at every class meeting. Those who miss more than 6 classes will be automatically dropped from the course, regardless of the reasons for missing class. Any material that you miss due to absences is your responsibility to obtain from a classmate.

COURSE GRADES

Final course grades will be based upon the average of your exam, paper, and presentation grades. Course letter grades are assigned as follows:

A = 90 and higher B+= 86 – 89.99 B = 80 – 85.99 C+ = 76 – 79.99
C = 70 – 75.99 D+ = 66 – 69.99 D = 60 – 65.99 F = 59.99 and below

Final course grades will not be curved. Grades of Incomplete will not be assigned

TENTATIVE SCHEDULE

Week	Topic
1	Course requirement and What is community
2	Community and identity; understanding and describing community
3	Macro theories of practice – person in environment theory, ecological theory, systems theory and strengths perspective; feminism, conflict theory
4	Exam 1
5	Assessing community needs
6	Assessing community resources
7	Strategies for community change
8	Exam 2
9	Understanding social service organizations
10	Choosing interventions and removing barriers
11	Creating opportunities and improving services
12	Evaluating community programs and initiatives
13	Becoming a community leader
14	Exam 3
15	Project presentations
16	What have we learned

Purpose:

1. For Whom (generally?)
Social work majors

2. What should the course do for the student?
Students will:
 1. Apply social work theories and concepts to the practice of social work at the micro-, mezzo-, and macro-levels.
 2. Apply social work perspectives and skills to working with individuals, groups, organizations, and communities.
 3. Demonstrate ability to apply culturally appropriate practices when facing issues related to anti-racism, equity, diversity, and inclusion.
 4. Practice the application of social work values and ethics as outlined in the NASW Code of Ethics.
 5. Demonstrate effective oral and written communication skills.
 6. Apply relevant research knowledge and critical thinking skills to participation in agency activities (as relevant).

Teaching method planned: Practicum hours at social service agency, weekly meetings with field instructor

Textbook and/or materials planned (including electronic/multimedia):

- TBD; readings and other media will be uploaded on Blackboard.

Course Content:

Each student enrolled in the course is expected to work 10 to 12 hours per week at the agency's site, for a total of **130 hours** over the course of the semester, as arranged with the field director and cooperating agency. Students must attend the agency **at least** two days a week for 12 of the 15 weeks in the semester. Students are expected to dress and behave professionally.

Social Work 497: Social Work Practicum I Fall 2025

Instructor: TBD
Office: TBD
Phone: TBD
Email: TBD
Office Hours: TBD

COURSE DESCRIPTION

This course provides an organized experience working under the supervision of a BSW or MSW within a social service agency. Students are expected to observe and interact with the clients of the agency, observe and participate in relevant meetings and planning activities, and observe and interact with any other organizations/agencies that may have contact with the social service agency. Students will learn the roles of social workers and have an opportunity to apply classroom knowledge to the field.

Each student enrolled in the course is expected to work 10 to 12 hours per week at the agency's site, for a total of **130 hours** over the course of the semester, as arranged with the field director and cooperating agency. Students must attend the agency **at least** two days a week for 12 of the 15 weeks in the semester. Students are expected to dress and behave professionally.

LEARNING OBJECTIVES

1. Apply social work theories and concepts to the practice of social work at the micro-, mezzo-, and macro-levels.
2. Apply social work perspectives and skills to working with individuals, groups, organizations, and communities.
3. Demonstrate ability to apply culturally appropriate practices when facing issues related to anti-racism, equity, diversity, and inclusion.
4. Practice the application of social work values and ethics as outlined in the NASW Code of Ethics.
5. Demonstrate effective oral and written communication skills.
6. Apply relevant research knowledge and critical thinking skills to participation in agency activities (as relevant).

COURSE PREREQUISITES

Completed 18 hours of core social work courses, including 200, 371, 372, SOCI 302, and SOCI 303; senior standing; declared social work major; and permission of department

COURSE REQUIREMENTS

Students will work with the field director in the semester prior to their practicum to secure a field location. As soon as possible, you must provide the following information to allow for the scheduling of meetings with the course instructor over the semester. Failure to submit this information will result in termination of the practicum and being dropped from the course.

- Your class schedule
- Scheduled field hours with the agency (days and times)
- Scheduled regular commitments for work or other responsibilities (daytime, M-F)
- Phone number and email address where you can be easily contacted

JOURNAL

You are to keep a journal containing entries for every day that you work at the agency site. These entries must contain the date and time of work, as well as the hours spent at the site. This portion of the journal entry must be signed/endorsed by your on-site supervisor. Hours without a signature **do not** count toward your progress. This journal counts for 25% of your final grade.

Each day, you are to record what you do and observe at the site. Reflections upon what you experienced and observed (whether positive or negative), and other relevant thoughts (including how your observations relate to what you have learned in your sociology courses) should be recorded. This journal must be turned in no later than **3PM Monday, December 1st**. **Late journals are NOT accepted, no exceptions.** Journals must be submitted **in person, in paper format**. Journal entries cannot be emailed. The journal cover must include your name, the organization's name, and the course number.

WEEKLY UPDATES

Each week, you are to meet with me to discuss the progress of your field experience. In this meeting, you are to provide me with a verbal update of what is occurring on your work site and the activities you are engaged in while there. You must bring your journal containing evidence of the number of hours you have completed since our last meeting with you to these meetings. This allows me to keep a running total and verify you are attending regularly. If you are encountering any distressing situations or problems at the agency, please let me know. If the situation is threatening or dangerous, please let me know **immediately**. **Do not** wait until a scheduled meeting to tell me. Please know these meetings are **mandatory**. **DO NOT** miss a meeting without prior approval from me. Your grade will be penalized if you fail to appear at any scheduled meetings without notification or approval. These update meetings are worth 25% of your final grade.

RESEARCH PAPER/CASE STUDY

You must write a 5-page, double-spaced paper that details and discusses your field experience. The paper should include information about the agency's purpose, organizational structure, leadership and communication dynamics, as well as their strengths and weaknesses. You should describe the characteristics of those employed by the organization, the activities in which the agency engages, and the impact this type of agency has on society. Be sure to relate your experience to what you have learned as a social work major, applying various theories and/or concepts to your experience. All materials used in the paper should be properly cited and referenced in APA format. The paper should be typed in 12-point Times New Roman font with 1" margins on all sides. The length requirement **does not** include the title page or reference page. The title page should include your name, the organization's name, and the course number.

The paper should be **emailed** to me by no later than **3PM Monday, December 1st**. **Late papers are NOT accepted, no exceptions.** The paper counts for 25% of your final grade.

SUPERVISOR EVALUATION

Once you have completed your required hours, your site supervisor will be contacted to provide an overall evaluation of your performance while with the agency. The supervisor will be asked to provide information regarding whether you showed up for your assigned hours, if you performed the tasks assigned to you, your attitude while on-site, how well you interacted with others, as well as if you dressed and acted professionally while working with the agency. This evaluation is worth 25% of your final grade.

GRADING

Your final course grade is determined by your performance on the journal, weekly meetings, research paper, and evaluation by your organization/agency supervisor. Each graded item counts for 25% of your final grade.

There are no extra credit options for this course. Do not bother asking.

The grading scale for this course is as follows:

90.0 – 100.0 = A	77.0 – 79.99 = C+	60.0 – 66.99 = D
87.0 – 89.99 = B+	70.0 – 76.99 = C	0 – 59.99 = F
80.0 – 86.99 = B	67.0 – 69.99 = D+	

Final grades are non-negotiable. The grade you earned is the grade you receive.

ACADEMIC HONESTY & INTEGRITY

As per the FMU Student Handbook (2023-2024: 56), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) on any graded work within the course **is given a 0** for the work **and/or an F** in the course. Students will also be referred to the Provost’s Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on page 57 of the FMU Student Handbook (2023-2024).

Purpose:

1. For Whom (generally?)
Social work majors

2. What should the course do for the student?
Students will:
 1. Apply social work theories and concepts to the practice of social work at the micro-, mezzo-, and macro-levels.
 2. Apply social work perspectives and skills to working with individuals, groups, organizations, and communities.
 3. Demonstrate ability to apply culturally appropriate practices when facing issues related to anti-racism, equity, diversity, and inclusion.
 4. Practice the application of social work values and ethics as outlined in the NASW Code of Ethics.
 5. Demonstrate effective oral and written communication skills.
 6. Apply relevant research knowledge and critical thinking skills to participation in agency activities (as relevant).

Teaching method planned: Practicum hours at social service agency, weekly meetings with field instructor

Textbook and/or materials planned (including electronic/multimedia):

- TBD; readings and other media will be uploaded on Blackboard.

Course Content:

Each student enrolled in the course is expected to work 20 to 25 hours per week at the agency's site, for a total of **270** hours over the course of the semester, as arranged with the field director and cooperating agency. Students must attend the agency **at least** three days a week for 13 of the 15 weeks in the semester. Students are expected to dress and behave professionally.

Social Work 498: Social Work Practicum II Fall 2025

Instructor: TBD
Office: TBD
Phone: TBD
Email: TBD
Office Hours: TBD

COURSE DESCRIPTION

This course provides continued experience working under the supervision of a BSW or MSW within a social service agency and builds on the knowledge and skills gained in Social Work Practicum I (SOWK 497). Students are encouraged to continue with the same agency as in SOWK 497.

Each student enrolled in the course is expected to work 20 to 25 hours per week at the agency's site, for a total of **270 hours** over the course of the semester, as arranged with the field director and cooperating agency. Students must attend the agency **at least** three days a week for 13 of the 15 weeks in the semester. Students are expected to dress and behave professionally.

LEARNING OBJECTIVES

1. Apply social work theories and concepts to the practice of social work at the micro-, mezzo-, and macro-levels.
2. Apply social work perspectives and skills to working with individuals, groups, organizations, and communities.
3. Demonstrate ability to apply culturally appropriate practices when facing issues related to anti-racism, equity, diversity, and inclusion.
4. Practice the application of social work values and ethics as outlined in the NASW Code of Ethics.
5. Demonstrate effective oral and written communication skills.
6. Apply relevant research knowledge and critical thinking skills to participation in agency activities (as relevant).

COURSE PREREQUISITES

Grade of C or higher in SOWK 497; senior standing; declared social work major; and permission of department

COURSE REQUIREMENTS

Students will work with the field director in the semester prior to their practicum to secure a field location. As soon as possible, you must provide the following information to allow for the scheduling of meetings with the course instructor over the semester. Failure to submit this information will result in termination of the practicum and being dropped from the course.

- Your class schedule
- Scheduled field hours with the agency (days and times)
- Scheduled regular commitments for work or other responsibilities (daytime, M-F)
- Phone number and email address where you can be easily contacted

JOURNAL

You are to keep a journal containing entries for every day that you work at the agency site. These entries must contain the date and time of work, as well as the hours spent at the site. This portion of the journal

entry must be signed/endorsed by your on-site supervisor. Hours without a signature **do not** count toward your progress. This journal counts for 25% of your final grade.

Each day, you are to record what you do and observe at the site. Reflections upon what you experienced and observed (whether positive or negative), and other relevant thoughts (including how your observations relate to what you have learned in your sociology courses) should be recorded. This journal must be turned in no later than **3PM Monday, December 1st**. **Late journals are NOT accepted, no exceptions.** Journals must be submitted **in person, in paper format**. Journal entries cannot be emailed. The journal cover must include your name, the organization's name, and the course number.

WEEKLY UPDATES

Each week, you are to meet with me to discuss the progress of your field experience. In this meeting, you are to provide me with a verbal update of what is occurring on your work site and the activities you are engaged in while there. You must bring your journal containing evidence of the number of hours you have completed since our last meeting with you to these meetings. This allows me to keep a running total and verify you are attending regularly. If you are encountering any distressing situations or problems at the agency, please let me know. If the situation is threatening or dangerous, please let me know **immediately**. **Do not** wait until a scheduled meeting to tell me. Please know these meetings are **mandatory**. **DO NOT** miss a meeting without prior approval from me. Your grade will be penalized if you fail to appear at any scheduled meetings without notification or approval. These update meetings are worth 25% of your final grade.

RESEARCH PAPER/CASE STUDY

You must write a 5-page, double-spaced paper that details and discusses your field experience. The paper should include information about the agency's purpose, organizational structure, leadership and communication dynamics, as well as their strengths and weaknesses. You should describe the characteristics of those employed by the organization, the activities in which the agency engages, and the impact this type of agency has on society. Be sure to relate your experience to what you have learned as a social work major, applying various theories and/or concepts to your experience. All materials used in the paper should be properly cited and referenced in APA format. The paper should be typed in 12-point Times New Roman font with 1" margins on all sides. The length requirement **does not** include the title page or reference page. The title page should include your name, the organization's name, and the course number.

The paper should be **emailed** to me by no later than **3PM Monday, December 1st**. **Late papers are NOT accepted, no exceptions.** The paper counts for 25% of your final grade.

SUPERVISOR EVALUATION

Once you have completed your required hours, your site supervisor will be contacted to provide an overall evaluation of your performance while with the agency. The supervisor will be asked to provide information regarding whether you showed up for your assigned hours, if you performed the tasks assigned to you, your attitude while on-site, how well you interacted with others, as well as if you dressed and acted professionally while working with the agency. This evaluation is worth 25% of your final grade.

GRADING

Your final course grade is determined by your performance on the journal, weekly meetings, research paper, and evaluation by your organization/agency supervisor. Each graded item counts for 25% of your final grade.

There are no extra credit options for this course. Do not bother asking.

The grading scale for this course is as follows:

90.0 – 100.0 = A	77.0 – 79.99 = C+	60.0 – 66.99 = D
87.0 – 89.99 = B+	70.0 – 76.99 = C	0 – 59.99 = F
80.0 – 86.99 = B	67.0 – 69.99 = D+	

Final grades are non-negotiable. The grade you earned is the grade you receive.

ACADEMIC HONESTY & INTEGRITY

As per the FMU Student Handbook (2023-2024: 56), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) on any graded work within the course **is given a 0** for the work **and/or an F** in the course. Students will also be referred to the Provost’s Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on page 57 of the FMU Student Handbook (2023-2024).

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course Modification

Department/School: Nursing

Date: December 17, 2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: NURS 322 **Title:** Nursing Pharmacology

Semester hours: 3 **Clock hours:** 3 **Lecture** 3 **Laboratory** 0

Prerequisites: Admission to Upper Division Nursing

Enrollment expectation: 50 students per semester or higher

Indicate any course for which this course is a (an)

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute NURS 317 and NURS 318
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Dorie Weaver

Department Chairperson's/Dean's Signature

Karen K. Dittings

Provost's Signature

J. Shelia *NT*

Date of Implementation: Fall 2025

Date of School/Department approval: December 12, 2024

Catalog description:

322 Nursing Pharmacology (3) (Corequisites: NURS 301, 309, and 323) This course explores the nurse's role in relationship to the principles of pharmacology. Basic pharmacological concepts of drug regulations, approval processes, pharmacokinetics, pharmacodynamics, and lifespan considerations will be discussed. There will be a strong emphasis on examining the effects of varied drug classifications on human body systems. The study of each drug classification will include prototypes, mechanisms of action, indications for use, therapeutic effect on specific disorders, adverse effects, drug-drug/drug-nutrient interactions, contraindications/precautions, and related nursing implications. Considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the pre-licensure BSN program.
 2. **What should the course do for the student?** Provides required information on medications, necessary for student success in the clinical setting.

Teaching method planned: Teaching strategies will consist of lecture, audio-visual aids, and class discussions/activities

Textbook and/or materials planned (including electronic/multimedia):

Burchum, J., & Rosenthal, L. (2024). *Lehne's pharmacology for nursing care* (12th ed.). Elsevier Health Sciences (US). <https://online.vitalsource.com/books/9780323825245> [**Must include Access Code**]

Course Content:

1. Basic Principles of Pharmacology
2. Drug Therapy Across the Lifespan
3. Peripheral Nervous System Drugs
4. Central Nervous System Drugs
5. Drugs that Affect Fluid & Electrolyte Balance
6. Drugs that Affect the Heart, Blood Vessels, & Blood
7. Antiinflammatory & Antiallergic Drugs
8. Drugs for Bone & Joint Disorders
9. Drugs for Endocrine Disorders
10. Respiratory Tract Drugs
11. Gastrointestinal Drugs
12. Chemotherapy of Infectious Diseases
13. Chemotherapy of Parasitic Diseases

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
Pre-Licensure BSN**

Course Title: Nursing Pharmacology

Course Number: NURS 322

Credit Hours: 3

Day and Time: TBA

Location: TBA

Pre-requisites: Admission to upper division nursing

Co-requisites: NURS 301, 309, and 323

Course Coordinator:

Dorie Weaver DNP, FNP-BC, PMHNP-BC, CNE

Office Number: LNB 110

Office Phone: 843-661-1692

E-mail: dweaver@fmarion.edu

Office hours: Wednesdays: 9:00am – 12pm

Thursdays: 1:30pm-4:30pm

Course Description: This course explores the nurse's role in relationship to the principles of pharmacology. Basic pharmacological concepts of drug regulations, approval processes, pharmacokinetics, pharmacodynamics, and lifespan considerations will be discussed. There will be a strong emphasis on examining the effects of varied drug classifications on human body systems. The study of each drug classification will include prototypes, mechanisms of action, indications for use, therapeutic effect on specific disorders, adverse effects, drug-drug/drug-nutrient interactions, contraindications/precautions, and related nursing implications. Considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

Learning Outcomes: At the conclusion of this course, the student will be able to:

1. Describe the general principles of drug action on the human body.
2. Discuss nursing considerations for drug administration on the human body.
3. Recognize the primary legislation, current health policy issues, and finance issues affecting drug use and availability.
4. Identify nursing responsibilities related to drug administration.
5. Identify the major broad groups of drugs and given an example of a prototype drug from each group.

6. Demonstrate knowledge of the drug's indications, actions, side effects/adverse reactions, nursing implications, and client/family teaching related to each broad group of drugs.
7. Communicate with interprofessional team members any client safety issue as it relates to the client's current drug regime.
8. Apply knowledge of drugs to the nursing care of individuals and/or families in actual client care situations.
9. Identify resources available for current drug information.

Program Learning Outcomes:

The baccalaureate generalist program in nursing prepares the graduate to:

1. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the underpinning principles of the liberal arts and sciences in collaboration with healthcare team members to practice in a manner that integrates, translates, and applies nursing knowledge to improve patient outcomes.
2. Demonstrate holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate person-centered care that focuses on the individual within multiple complicated contexts, including family and important others, and that builds upon scientific bodies of knowledge.
3. Apply and integrate population-specific care that spans the healthcare delivery continuum, from public health prevention to disease management, including, collaborative activities with both traditional and non-traditional partnerships for the improvement of equitable population health outcomes.
4. Engage in nursing scholarship to generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform healthcare delivery across the lifespan.
5. Embody the core values of quality and safety in nursing practice by employing evidence-based practice models to guide patient care and minimize risk of harm, for patients and providers, through the use of established and emerging best practice principles.
6. Promote intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes in care settings.
7. Coordinate resources effectively across the healthcare continuum by embracing evidence-based methodologies to respond to the challenges of an evolving healthcare system while advocating for the needs of diverse populations to ensure safe and equitable care for all.
8. Implement the concepts of informatics and healthcare technologies to provide safe, high-quality, and efficient healthcare services by gathering data and assimilating information that drives best practices for decision making, in accordance with professional regulatory standards, when caring for patients, families, and communities in various care settings.
9. Cultivate a sustainable, professional identity of accountability, perspective, collaborative disposition, and behaviors, that reflects nursing's characteristics and values to provide care to patients, families, and communities.
10. Participate in professional activities and self-reflection that foster personal health, resilience, and lifelong learning to support the acquisition of nursing expertise and assertion of leadership. (AACN, 2021).

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions/activities

Textbook(s):

Required:

Recommended:

Methods of Evaluation:

In order to progress in the nursing program, the student must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a "C" in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Computerized Quizzes (8 @ 2% each)	16%
Exam 1	10%
Exam 2	14%
Exam 3	14%
Exam 4	14%
Exam 5	12%
Cumulative Final Exam	20%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

Rounding:

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed tests/exams will be administered during exam week per the Course Coordinator. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/*

quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. Test reviews can be conducted at the discretion of the course coordinator.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero, "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

ACADEMIC INFORMATION

Classroom Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of F or W will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade. Students who are tardy to class will receive an academic warning at Course Coordinator's discretion.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active email account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Communicating With Faculty:

Please communicate with faculty by email only. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns, then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion. It is important in your professional careers to follow chain of command in order to properly resolve issues.

Guidelines for Faculty Appointments:

All nursing faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

FMU follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu).

Diversity, Equity and Inclusion:

The School of Health Sciences is committed to advocating for the welfare of our students regardless of race, color, ethnicity, gender identity, physical disability, religious or political beliefs, culture, age, sexual orientation, marital and military status; in addition to socioeconomic status. We are committed to embracing diversity and equity and ensuring inclusion. We see strength in our differences and we are committed to providing a quality

education to all students that promotes their academic success by providing a respectful, safe, caring and compassionate environment.

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *BSN Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *BSN Student Handbook (current edition): Academic Integrity*. In the DON a plagiarized assignment will be issued a grade of zero.

Artificial Intelligence (AI) Policy:

This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by instructions. This policy indicates the following constitute cheating or plagiarism: a student has another person or entity do the work of a graded assignment for them, including purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). The faculty reserves the right to question any assignment that is suspected of AI and the student may receive a grade of a zero for the assignment.

Complaints and Grievance Procedures:

The Department of Nursing (DON) defines concerns and/or complaints as student issues that are not resolved at the level of the course coordinator and are elevated to the level of the DON Chair. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the Chair of the program.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses.** If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current editions of the *University Student Handbook* and the *BSN Student Handbook*.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “*Students’ Rights and Responsibilities*” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional

endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *BSN Student Handbook (current edition): Academic Integrity* and <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>.

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*) found at <https://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab. Refer to: *BSN Student Handbook* (“Computer Use/Access”).

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *BSN Student Handbook* (“Acceptable Uses of the Internet”).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Computerized Testing:

Respondus and Respondus Monitor:

The Nursing Program uses Respondus LockDown Browser for computerize testing. “LockDown Browser is a custom browser that locks down the testing environment within a learning management system” (<http://www.respondus.com/products/lockdown-browser/>).

Respondus Lockdown Browser require high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape content, it may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning. Taping is not permitted in quizzes/test/exam reviews.

Incivility:

The School of Health Sciences has a zero tolerance to incivility. Incivility can create an unpleasant work environment, which may affect students, faculty, and staff. Incivility encompasses a range of behaviors which can be contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Incivility behavior applies to faculty, staff, and students in the School of Health Sciences. Examples of incivility include but are not limited to the following:

- Shouting or using vulgar, profane, or abusive language,
- Abusive behavior,
- Physical assault or threat thereof,

- Intimidating behavior,
- Refusal to cooperate with others,
- Conduct that constitutes sexual harassment,
- Refusal to adhere to School of Health Sciences policies,
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences,
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence,
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency,
- Making or threatening reprisals for reporting disruptive or inappropriate behavior,
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Incivility Course of Action: Incivility demonstrated will be managed as follows:

1. If possible and reasonable, attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior and document the attempted resolution.
2. If incivility is repeated, the individual should bring the incivility occurrence issue to the attention of the Department Chair.
3. If the incivility occurrence issue is not resolved by the Department Chair, it will be sent to the Dean of the School of Health Sciences.
4. If the incivility occurrence issue is not resolved by the Dean of the School of Health Sciences, then the individual can take the unresolved issue to the Provost.

*Student incivility will warrant a written warning.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline: (*example outline*)

Week/ Date	Course Content	All Reading Assignments are from the Required Textbook	Evaluation Methods
Week 1 August 22	Overview of Course Unit 1: Introduction	Syllabus Chapters 1-3	
Week 2 August 29	Unit II: Basic Principles of Pharmacology	Chapters 4-7	Online Quiz #1 (8/24 – 8/29)
Week 3 September 5	Unit II: Basic Principles of Pharmacology (cont.) Unit III: Drug Therapy Across the Lifespan	Chapter 8 Chapters 9-11	EXAM 1
Week 4 September 12	Unit IV: Peripheral Nervous System Drugs	Chapters 12-19	Online Quiz #2 (9/07 – 9/12)
Week 5 September 19	Unit V: Central Nervous System Drugs	Chapters 20-25, 28, 30, 32, 33, & 35	Online Quiz #3 (9/14 – 9/19)
Week 6 September 26	Unit VI: Drugs That Affect Fluid & Electrolyte Balance Unit VII: Drugs That Affect the Heart, Blood Vessels, & Blood	Chapter 41 Chapters 43 & 44	EXAM 2
Week 7 October 3	Unit VII: Drugs That Affect the Heart, Blood Vessels, & Blood (cont.)	Chapters 45-48	Online Quiz #4 (9/28 – 10/03)
October 10	FALL BREAK – NO CLASS		
Week 8 October 17	Unit VII: Drugs That Affect the Heart, Blood Vessels, & Blood (cont.)	Chapters 50-52, 55 & 56	EXAM 3
Week 9 October 24	Unit XI: Antiinflammatory & Antiallergic Drugs Unit XII: Drugs for Bone & Joint Disorders	Chapters 70-72 Chapters 73-75	Online Quiz #5 (10/19 – 10/24)
Week 10 October 31	Unit VIII: Drugs for Endocrine Disorders	Chapters 57-60	Online Quiz #6 (10/26 – 10/31)
Week 11 November 7	Unit XIII: Respiratory Tract Drugs	Chapters 76-77	EXAM 4
Week 12 November 14	Unit XIV: Gastrointestinal Drugs	Chapters 78-80	Online Quiz #7 (11/09 – 11/14)

Week 13 November 21	Unit XVI: Chemotherapy of Infectious Diseases	Chapters 83-91	EXAM 5
Week 14 November 28	Unit XVI: Chemotherapy of Infectious Diseases (cont.) Unit XVII: Chemotherapy of Parasitic Diseases	Chapters 92-100	Online Quiz #8 (11/23 – 11/28)
Final Exam December 12 1200 - 1400	Cumulative Final Exam		Cumulative Final Exam

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X New Course Modification

Department/School: Nursing

Date: December 17, 2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: NURS 323 Title: Principles of Pathophysiology

Semester hours: 3 Clock hours: 3 Lecture 3 Laboratory 0

Prerequisites: Admission to Upper Division Nursing

Enrollment expectation: 50 students per semester or higher

Indicate any course for which this course is a (an)

This is a new course but it will not increase the overall program credit total because of changes being made to other courses.

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute NURS 320
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Tiffany Phillips

Department Chairperson's/Dean's Signature Karen K. Sittings

Provost's Signature G. Melissa WA

Date of Implementation: Fall 2025

Date of School/Department approval: December 12, 2024

Catalog description:

323 Principles of Pathophysiology (3) (Corequisites: NURS 301, 309, and 322) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, and clinical manifestations.

Purpose: 1. **For Whom (generally?)** Students enrolled in the pre-licensure BSN program.

2. **What should the course do for the student?** Provides required information on pathophysiology, necessary for student success in the clinical setting.

Teaching method planned: Teaching strategies will consist of lecture, audio-visual aids, class discussions, group work, written assignments, tests, and textbook-based and online learning modules.

Textbook and/or materials planned (including electronic/multimedia):

Capriotti, T. (2024). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (3rd ed.). F.A. Davis. ISBN: 978-1-7196-4859-2. [**Must include Access Code**]

Course Content:

1. The Cell
2. Integrated Body Processes
3. Fluid, Electrolyte, and Acid-Base Homeostasis
4. Infection and Inflammation
5. Integumentary Disorders
6. Sensory Disorders
7. Metabolic Disorders
8. Pulmonary Disorders
9. Gastrointestinal Disorders
10. Disorders of Cardiovascular Function
11. Reproductive Disorders
12. Musculoskeletal Disorders
13. Neurological Disorders
14. Hematologic Disorders
15. Cancer
16. Renal and Urological Disorders
17. Concepts of Aging

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
Pre-Licensure BSN**

Course Title: Principles of Pathophysiology
Course Number: NURS 323
Credit Hours: 3 semester hours
Day and time: Thursday 12:30pm – 3:20pm
Location: TBA

Prerequisites: Admission into Upper Division Nursing Courses
Co-requisites: NURS 301, 309, and 322

Course Faculty:
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, and clinical manifestations.

Learning Outcomes: At the conclusion of this course, the student will be able to:

1. Describe the physiologic control mechanisms, which underlie common alterations that occur during the life cycle as a foundation for providing patient centered care.
2. Describe the pathophysiologic changes that characterize selected health alterations as a foundation for developing and utilizing critical thinking skills.
3. Examine the compensatory mechanisms that act to reestablish the steady state of the individual as a foundation for understanding individual patient response to disease and illness and communicating with patients, families, colleagues, and the health care team based on these understandings.
4. Understand pathophysiological changes that derive from adverse environmental influences on the body and the breakdown of physiologic control mechanisms as a foundation for providing evidence based nursing care.

5. Develop knowledge of pathophysiological changes in disease and illness as a foundation for integrating skills in health promotion, risk reduction and disease prevention.

Program Learning Outcomes:

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality health care.
3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients across the lifespan.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all patients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, group work, written assignments, tests, and textbook-based and online learning modules.

Textbook(s):

Required:

Capriotti, T. (2024). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (3rd ed.). F.A. Davis. ISBN: 978-1-7196-4859-2. **[Must include Access Code]**

Methods of Evaluation:

In order to progress in the nursing program, the student must receive a grade of “C” (2.0 on a 4.0 scale). Not achieving a “C” in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Davis Edge Quizzes (10 @ 1%)	10%
Clinical Judgment Assignments (5 @ 0.4%)	2%
Pathophysiology Education Assignment	5%
Exam 1	15%
Exam 2	17%
Exam 3	17%
Exam 4	17%
Exam 5	17%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

Rounding:

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed nursing tests/ quizzes/ exams will only be administered at a **designated time during exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. Test reviews can be conducted at the discretion of the course coordinator.*

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero, "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

ACADEMIC INFORMATION

Classroom Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of F or W will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade. Students who are tardy to class will receive an academic warning at Course Coordinator's discretion.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active email account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and

students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Communicating With Faculty:

Please communicate with faculty by email only. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns, then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion. It is important in your professional careers to follow chain of command in order to properly resolve issues.

Guidelines for Faculty Appointments:

All nursing faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

FMU follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *BSN Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to plagiarism, the giving or falsifying of any

academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *BSN Student Handbook (current edition): Academic Integrity*. In the DON a plagiarized assignment will be issued a grade of zero.

Complaints and Grievance Procedures:

The Department of Nursing (DON) defines concerns and/or complaints as student issues that are not resolved at the level of the course coordinator and are elevated to the level of the DON Chair. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the Chair of the program.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses.** If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current editions of the *University Student Handbook* and the *BSN Student Handbook*.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “*Students’ Rights and Responsibilities*” section of the current edition of the *Francis Marion University Student Handbook* and *Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *BSN Student Handbook (current edition): Academic Integrity* and <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>.

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*) found at <https://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.

- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab. Refer to: *BSN Student Handbook* ("Computer Use/Access").

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *BSN Student Handbook* ("Acceptable Uses of the Internet").

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Computerized Testing:

Respondus and Respondus Monitor:

The Nursing Program uses Respondus LockDown Browser for computerize testing. “LockDown Browser is a custom browser that locks down the testing environment within a learning management system” (<http://www.respondus.com/products/lockdown-browser/>).

Respondus Lockdown Browser require high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape content, it may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning. Taping is not permitted in quizzes/test/exam reviews.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Professional behavior applies to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language,
- Abusive behavior,
- Physical assault or threat thereof,
- Intimidating behavior,
- Refusal to cooperate with others,
- Conduct that constitutes sexual harassment,
- Refusal to adhere to School of Health Sciences policies,
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences,
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence,
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency,
- Making or threatening reprisals for reporting disruptive or inappropriate behavior,
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language, and
- Not following chain of command.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows;

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Student violations will warrant a warning for unprofessional behavior,
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook, and*
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Maintaining current certification is the sole responsibility of the student:

If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Clinical Coordinator.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION**Topical Outline:**

Week/ Date	Course Content	Reading Assignments	Davis Advantage Assignments	Clinical Judgment	Tests &
---------------	----------------	------------------------	--------------------------------	----------------------	------------

		Capriotti & Frizzell		Assignment	Assignments
Week 1	The Cell Integrated Body Processes	CH 1 - 3 CH 4 - 6	Ch 4 – Stress Response		
Week 2	Fluid, Electrolyte, and Acid-Base Homeostasis	CH 7 & 8	Ch 7 – Fluid and Fluid Imbalances Ch 8 – Acid-Base Imbalances		
Week 3	Infection and Inflammation	CH 9 – 11	Ch 9 – Inflammation and Wound Healing Ch 11 - Hypersensitivities and Autoimmune Disorders		
Week 4	Integumentary Disorders Sensory Disorders	CH 41 & 42 CH 43 & 44	Ch 43,44 – Eye and Ear Disorders		Test 1 (Weeks 1-3)
Week 5	Metabolic Disorders	CH 24 - 25	Ch 24 – Pituitary and Thyroid Disorders Ch 24 – Parathyroid and Adrenal Disorders		
Week 6	Pulmonary Disorders	CH 20 & 21	Ch 21 – Obstructive Pulmonary Disorders	Short-term Complications of Diabetes	
Week 7	Gastrointestinal Disorders	CH 29 – 32	Ch 31 – Disorders of the Liver	Restrictive and Vascular Pulmonary Disorders	Test 2 (Weeks 4-6)
Week 8	Disorders of Cardiovascular Function	CH 15 - 16	Ch 16 – Conduction Disorders and Other MI Complications	Disorders of the Liver	Patho Education Assignment due
Week 9	Disorders of Cardiovascular Function	CH 17 - 19	Ch 17 – Left and Right Heart Failure Ch 18 – Heart Valve Disease	Atherosclerosis and Other Arterial Diseases	
Week 10	Reproductive Disorders Musculoskeletal Disorders	CH 27 CH 37	Ch 27 – Male Reproductive System		Test 3 (Weeks 7-9)

Week 11	Musculoskeletal Disorders Neurological Disorders	CH 38 – 39 CH 36	Ch 38 – Degenerative MSK Disorders		
Week 12	Hematologic Disorders	CH 12 - 14	Ch 12 – Disorders of WBCs Ch 13 – Disorders of RBCs		
Week 13	Neurological Disorders Cancer	CH 33 – 35 Ch 40	Ch 34 – Chronic and Neurodegenerative Disorders Ch 35 – Brain and Spinal Cord Injury		Test 4 (Weeks 10-12)
Week 14	Thanksgiving Break				
Week 15	Renal and Urological Disorders Concepts of Aging	CH 22 & 23 CH 45	Ch 22 – Basic Pathologies of Renal Disorders	Chronic and Neurodegenerative Disorders	
		Reading Day			
Finals Week		Test 5 (Weeks 13 & 15)			

GRADING RUBRICS

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course ___ Modification

Department/School: Nursing

Date: December 17, 2024

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: NURS 324 **Title:** Introduction to Healthcare System Processes

Semester hours: 2 **Clock hours:** 2 **Lecture** 2 **Laboratory** 0

Prerequisites: Admission to Upper Division Nursing

Enrollment expectation: 50 students per semester or higher

Indicate any course for which this course is a (an)

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

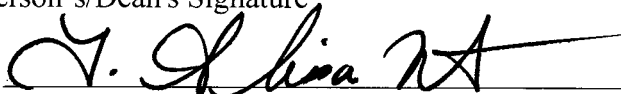
modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Megan Wayne

Department Chairperson's/Dean's Signature Karen K. Dittling

Provost's Signature 

Date of Implementation: Fall 2025

Date of School/Department approval: December 12, 2024

Catalog description:

324 Introduction to Healthcare System Processes (2) This course introduces nursing students to key principles and technologies that facilitate healthcare delivery with an emphasis on the nursing profession's role in developing, implementing, and evaluating new methods/tools to improve patient safety and outcomes. Students will explore the integration of technology in nursing care, interprofessional collaboration, and patient engagement while examining the ethical, legal, and professional impact of current and emerging processes within the healthcare system.

Purpose: 1. **For Whom (generally?)** Students enrolled in the pre-licensure BSN program.

2. **What should the course do for the student?** Provides required information on informatics and technology, necessary for student success in the clinical setting.

Teaching method planned: Teaching strategies will consist of lecture, audio-visual aids, class discussions, class group work, class presentations, seminars, written assignments, and tests.

Textbook and/or materials planned (including electronic/multimedia):
TBD

Course Content:

1. Information Technology
2. Communication Technology
3. Interprofessional Collaboration
4. Patient Engagement
5. Health System Processes and the Nurse's Role
6. Health Information Literacy
7. Patient and Nursing Data
8. Ethical, Legal, and Facility Guidelines

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
Pre-Licensure BSN**

Course Title: Introduction to Healthcare System Processes

Course Number: NURS 324

Credit Hours: 2

Day and Time: TBA

Location: TBA

Pre-requisites: None

Co-requisites: None

Course Coordinator:

Megan Wayne PhD, MSN-Ed, RN

Office Number: LNB 125

Office Phone Number: (843) 661-4657

Email: mwayne@fmarion.edu

Office Hours: Tuesdays 10:00-12:00 pm; Thursdays 12:30-2:30 pm by appointment

Course Description: This course introduces nursing students to key principles and technologies that facilitate healthcare delivery with an emphasis on the nursing profession's role in developing, implementing, and evaluating new methods/tools to improve patient safety and outcomes. Students will explore the integration of technology and informatics in nursing care, interprofessional collaboration, and patient engagement while examining the ethical, legal, and professional impact of current and emerging processes within the healthcare system.

Learning Outcomes: At the conclusion of this course, the student will be able to:

1. Describe the role of information and communication technology in healthcare delivery, interprofessional collaboration, and patient engagement.
2. Examine the nurse's role in developing, implementing, and evaluating health system processes to improve care delivery and patient safety.
3. Explore the impact of health information literacy on patient engagement and health outcomes.
4. Explain how patient and nursing data is used to influence care delivery.
5. Understand the importance of adhering to ethical, legal, and facility guidelines while delivering care in various settings within the healthcare system.

Program Learning Outcomes:

The baccalaureate generalist program in nursing prepares the graduate to:

1. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the underpinning principles of the liberal arts and sciences in collaboration with healthcare team members to practice in a manner that integrates, translates, and applies nursing knowledge to improve patient outcomes.
2. Demonstrate holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate person-centered care that focuses on the individual within multiple complicated contexts, including family and important others, and that builds upon scientific bodies of knowledge.
3. Apply and integrate population-specific care that spans the healthcare delivery continuum, from public health prevention to disease management, including, collaborative activities with both traditional and non-traditional partnerships for the improvement of equitable population health outcomes.
4. Engage in nursing scholarship to generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform healthcare delivery across the lifespan.
5. Embody the core values of quality and safety in nursing practice by employing evidence-based practice models to guide patient care and minimize risk of harm, for patients and providers, through the use of established and emerging best practice principles.
6. Promote intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes in care settings.
7. Coordinate resources effectively across the healthcare continuum by embracing evidence-based methodologies to respond to the challenges of an evolving healthcare system while advocating for the needs of diverse populations to ensure safe and equitable care for all.
8. Implement the concepts of informatics and healthcare technologies to provide safe, high-quality, and efficient healthcare services by gathering data and assimilating information that drives best practices for decision making, in accordance with professional regulatory standards, when caring for patients, families, and communities in various care settings.
9. Cultivate a sustainable, professional identity of accountability, perspective, collaborative disposition, and behaviors, that reflects nursing's characteristics and values to provide care to patients, families, and communities.
10. Participate in professional activities and self-reflection that foster personal health, resilience, and lifelong learning to support the acquisition of nursing expertise and assertion of leadership. (AACN, 2021).

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

Textbook(s): TBD

Required:

Recommended:

Methods of Evaluation:

In order to progress in the nursing program, the student must receive a grade of “C” (2.0 on a 4.0 scale). Not achieving a “C” in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Classroom Evaluation Methods: TBD

Assignment	Percent of Final Grade

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

Rounding:

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed tests/exams will be administered during exam week per the Course Coordinator. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. Test reviews can be conducted at the discretion of the course coordinator.*

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero, “0”.
- Once a quiz/test/exam is started the student cannot leave.

- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

ACADEMIC INFORMATION

Classroom Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of F or W will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade. Students who are tardy to class will receive an academic warning at Course Coordinator's discretion.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active email account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Communicating With Faculty:

Please communicate with faculty by email only. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns, then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion. It is important in your professional careers to follow chain of command in order to properly resolve issues.

Guidelines for Faculty Appointments:

All nursing faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

FMU follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Diversity, Equity and Inclusion:

The School of Health Sciences is committed to advocating for the welfare of our students regardless of race, color, ethnicity, gender identity, physical disability, religious or political beliefs, culture, age, sexual orientation, marital and military status; in addition to socioeconomic status. We are committed to embracing diversity and equity and ensuring inclusion. We see strength in our differences and we are committed to providing a quality education to all students that promotes their academic success by providing a respectful, safe, caring and compassionate environment.

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*, and the *BSN Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *BSN Student Handbook (current edition): Academic Integrity*. In the DON a plagiarized assignment will be issued a grade of zero.

Artificial Intelligence (AI) Policy:

This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by instructions. This policy indicates the following constitute cheating or plagiarism: a student has another person or entity do the work of a graded assignment for them, including purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). The faculty reserves the right to question any assignment that is suspected of AI and the student may receive a grade of a zero for the assignment.

Complaints and Grievance Procedures:

The Department of Nursing (DON) defines concerns and/or complaints as student issues that are not resolved at the level of the course coordinator and are elevated to the level of the DON Chair. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the Chair of the program.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses.** If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current editions of the *University Student Handbook* and the *BSN Student Handbook*.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “*Students’ Rights and Responsibilities*” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *BSN Student Handbook (current edition): Academic Integrity* and <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>.

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*) found at <https://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab. Refer to: *BSN Student Handbook* ("Computer Use/Access").

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *BSN Student Handbook* ("Acceptable Uses of the Internet").

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Computerized Testing:**Respondus and Respondus Monitor:**

The Nursing Program uses Respondus LockDown Browser for computerize testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>).

Respondus Lockdown Browser require high-speed Internet access. Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape content, it may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning. Taping is not permitted in quizzes/test/exam reviews.

Incivility:

The School of Health Sciences has a zero tolerance to incivility. Incivility can create an unpleasant work environment, which may affect students, faculty, and staff. Incivility encompasses a range of behaviors which can be contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Incivility behavior applies to faculty, staff, and students in the School of Health Sciences. Examples of incivility include but are not limited to the following:

- Shouting or using vulgar, profane, or abusive language,
- Abusive behavior,
- Physical assault or threat thereof,
- Intimidating behavior,
- Refusal to cooperate with others,
- Conduct that constitutes sexual harassment,
- Refusal to adhere to School of Health Sciences policies,
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences,
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence,
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency,

- Making or threatening reprisals for reporting disruptive or inappropriate behavior,
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Incivility Course of Action: Incivility demonstrated will be managed as follows:

1. If possible and reasonable, attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior and document the attempted resolution.
2. If incivility is repeated, the individual should bring the incivility occurrence issue to the attention of the Department Chair.
3. If the incivility occurrence issue is not resolved by the Department Chair, it will be sent to the Dean of the School of Health Sciences.
4. If the incivility occurrence issue is not resolved by the Dean of the School of Health Sciences, then the individual can take the unresolved issue to the Provost.

*Student incivility will warrant a written warning.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline: TBD pending approval of course

Week/ Date	Content: Sub topics	Resources: Reading Assignments and other resources utilized in the course	Evaluation Methods: List all methods utilized in the course and when assignments are due. Must relate back to your learning outcomes -- we should be evaluating the attainment of

			what we said the student will know by the end of the course.
--	--	--	--

GRADING RUBRICS