Bemidji State University

SOWK 3600: Contemplative Social Work Seminar

A. COURSE DESCRIPTION

   Credits: 3
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *.*
   Prerequisites: None
   Corequisites: None
   MnTC Goals: None

This course combines scholarly knowledge and experiential learning with an emphasis on process. The content examines the use of contemplative practices (e.g., journaling, mindfulness, movement, art, listening) for professional and personal self-awareness, interventions, ethical practice, resilience, and self-care. Additional course content includes the intersection of contemplative practices and the core social work values of dignity, relationships, service, social justice, integrity, and competence. Opportunities for contemplative practices and for understanding its value in relation to social work practice are an integral part of the course. Prerequisite(s): Junior, Senior or instructor approval.

B. COURSE EFFECTIVE DATES: 08/11/2021 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Mindfulness as the art of conscious living
2. Social work values: mindful service
3. Gratitude and evidence-based practice
4. Social work values: dignity and worth of the person
5. Mindful use of social media
6. Social work values: integrity and competence
7. Ethics
8. Social Justice
9. Social justice and environment
10. Social work and social control
11. Mindful organizations
12. Self-care and resilience
13. Contemplative action
D. LEARNING OUTCOMES (General)

1. make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. demonstrate professional demeanor in behavior and appearance; as well as oral, written, and electronic communication.
4. use technology ethically and appropriately to facilitate practice outcomes.
5. use supervision and consultation to guide professional judgment and behavior.
6. apply and communicate understanding of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
7. present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
10. use empathy, reflection, and interpersonal skills to effectively engage diverse clients.
11. select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.
12. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted