# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SWRK 411 Yoga and Meditation in Social Work** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Mimi Mumm, LICSW, PhD** | [Home department](#home_dept) | **Social Work** | | |
| A.4. [Context and Rationale](#Rationale) | **Yoga and meditation are being heralded as a cure-all for many of the ailments of individuals and society. They are being recognized as alternative therapy for many medical conditions such as anxiety, depression and other mood disorders. This course is an introduction to yoga and meditation. The course deals with yoga and meditation techniques and the evidence of their efficacy with various populations and problems. Students will develop their own meditation and yoga practice and identify ways to apply these strategies to social work practice, reviewing relevant literature and the research on the use of yoga and meditation. Specific topics will be influenced by student interest. The course has been offered three times as a workshop course and was able to be enrolled despite it not being a required course.** **The course will only be offered in the summer as an elective. We are asking it to be capped at 15 because we use the yoga studio at the Rec Center which only comfortably fits that many people.** | | | | |
| A.5. [Student impact](#student_impact) | **This course will give another elective option to students on an important topic in mental and physical health.** | | | | |
| A.6. [Impact on other programs](#impact) | **Other students in other departments are able to take this course.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Current faculty will teach the course in the summer so as not impact current teaching demands.** | | | |
| [*Library*:](#library) | **Students will be using the library and on-line resources to research papers and presentation.** | | | |
| [*Technology*](#technology) | **Blackboard will be used and students may consult with IT staff if they have difficulties** | | | |
| [*Facilities*](#facilities): | **Classroom space and recreation center space is needed.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Do not delete numbered categories, just leave blank if they do not apply. Delete this whole page if the proposal does not include a new or revised course. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **SWRK 411** |
| B.2. Cross listing number if any |  | **SWRK 511** |
| B.3. [Course title](#title) |  | **Yoga and Meditation in Social Work** |
| B.4. [Course description](#description) |  | **Students address the efficacy of yoga and meditation with various populations and problems. Students develop their own practice and identify ways to apply these strategies to social work practice. Hybrid Course.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of at least 60 college credits or junior standing.** |
| B.6. [Offered](#Offered) |  | **Summer** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Small group | Individual | Studio |****[Hybrid](#hybrid" \o "Only select if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.) (45%/55% face to face/on-line)** |
| B.12.[Categories](#required) |  | **Free elective |** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO |** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **15** |
| B.17. [Redundancy statement](#competing) |  | HPE 110 - Mind-Body Stress Reduction  HPE 120 - Beginning Yoga  HPE 121 - Restorative Yoga  The above courses are either stress reduction or yoga courses. The proposed course includes yoga and meditation strategies but is different because we will discuss the evidence for these strategies for particular mental and physical health conditions with which social workers are likely to interact. Additionally, we discuss the history and philosophy of yoga and meditation and how it is similar to the Social Work Code of Ethics and we evaluate the impact of these strategies. Additionally, students develop a self-care plan to be implemented the next semester. |
| B. 18. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. Learn definitions of the concepts related to yoga and meditation; |  | Class discussion and presentation/paper |
| 1. Learn the principles of yoga and meditation and apply them to social work practice |  | Class discussion and presentation/paper |
| 1. Learn the history and philosophy of the practice of yoga, yoga therapy and meditation |  | Class discussion |
| 1. Identify research on the psychophysiology of yoga and meditation how it relates to social work practice |  | Presentation |
| 1. Explore the fit between yoga, meditation, and the social work profession’s values, ethics, and mission |  | Class discussion and presentation/paper |
| 1. Learn to gather information using research and self-reflection |  | Journal and presentation/paper |
| 1. Demonstrate critical thinking by clearly indicating which techniques are evidence-based and which techniques have intuitive appeal |  | Presentation/paper |
| 1. Learn various yoga and meditation techniques to use as self-care strategies and in work with clients and constituents |  | Journal and Presentation/Paper |
| 1. Develop a self-care plan |  | Self Care Paper and Emergency Self Care Plan |

| B.19. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| **#1: Introduction to the course, to yoga, to yoga therapy and to meditation**  **Topics**:  Course Expectations  Definition of Terms  Benefits of Yoga and Meditation  Conscious Communication  Critical Thinking  Gentle Yoga  **#2: Types of Yoga and Meditation**  **Topics**:  Types of Yoga  Types of Meditation  Psychophysiology of Yoga  Yoga and Social Justice  Social Work Values and Ethical Principles  Yoga’s Yamas and Niyamas  Yoga Therapy  **#3: Meditation and Self-care**  **Topics**:  Establishing effective professional relationships  Empathic Communication  - Components of Empathetic Statements  - Developing Awareness of feelings  Conveying Empathy  - Authenticity and Self-disclosure  Facilitative Conditions  The impact that yoga and meditation have on the above  Self Care-Concepts and Definitions  Burnout  Developing a self-care strategy  The value of coaching and a self-care strategy  **#4: Application of Yoga and Meditation to special populations and situations**  **Topics**:  Determined by student interest typically includes physical and mental health issues, but also includes social problems.    **#5 Evaluation of changes**  The evaluation process  Measuring Outcomes |

### D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Wendy Becker | Chair of BSW Program |  |  |
| Jayashree Nimmagadda | Interim Dean of Social Work |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Carol Cummings | Chair of the Health and Physical Education Department |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |
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