WELCOME!

[Distance and Online Education](#) (DOE) has partnered with Julia Kleinschmit, Clinical Professor in the School of Social Work, to share her use of an ICON template for SSW:7200 Critical Thinking for Leadership Practice. Please see below for a preview of the template's help guides, page designs, module organization, as well as a demonstration of how Julia uses the template in her courses.

LEARN MORE →

See the DOE [Online Course Models](#) webpage to hear more about Julia's story.

EXPLORE →

Scroll for an ICON template overview and see Julia's template customizations.

Everything connects

Do your students grasp how course concepts relate? Do they know how course activities and content help them achieve learning objectives? The DOE [Effective Instruction Field Guide](#) suggests that these essential course design elements significantly contribute to student success. A shared ICON template can empower you and your department to increase clarity across courses and address student achievement gaps. Click the Request a Consultation button to get started!

REQUEST A CONSULTATION

TEMPLATE GUIDES

The template contains a tutorial with step-by-step instructions for modifying the template, just-in-time help guides for common questions, and links to additional ICON support.

Overview

Introduces instructors to the template help guides. Contains an overview video explaining how to navigate the template.

Tutorial

Step-by-step instructions for the template. Helpful when building a new course from scratch.

Help Guides

Just-in-time answers to common questions. Helpful if you're updating a site that already has content.

Additional Help

Provides links to technical assistance and training for ICON and Zoom.

Template Instructions

- Template Overview
- Template Tutorial
- Template Help Guides
- Additional Help & Resources

Note: the hyperlinks above will take you to the live Template Instructions webpages.

TEMPLATE HOMEPAGE

JULIA'S HOMEPAGE

Quick Links

Provided to help students contact you and access important course information like the syllabus and grades.

Welcome Message

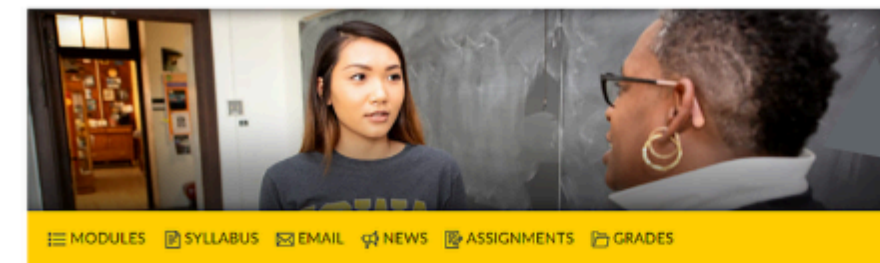Text prompts you to record video introducing students to you and the course.

First Steps

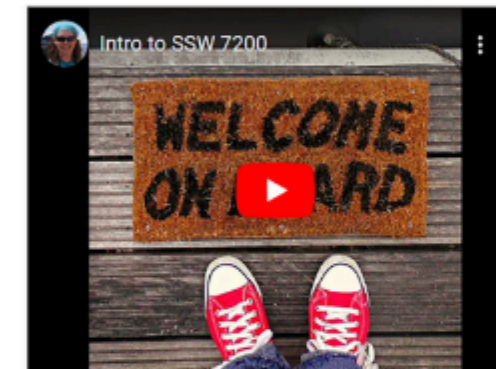A list of tasks for students to complete at the start of the course.

Banner Image

Julia replaced the template banner images with visuals from the School of Social Work website. The template provides editable PowerPoint files to help you with sizing and aesthetics for custom banner images.

Class Meetings

Julia inserted a link to synchronous class meetings on her homepage.

TEMPLATE GETTING STARTED

JULIA'S START HERE

START HERE

Ensure students find the syllabus, show how they navigate your site, and provide key course expectations.

Instructor Introduction

Post your bio and contact information to ensure students know that you're available to help.

Tech. Requirements

Necessary technical requirements for support online tools are provided.

Introductions

Ask students to introduce themselves to the class and also practice using the ICON Discussions tool.

▼ GETTING STARTED

📄 START HERE: Course Orientation

📄 Instructor Introduction & Email

📄 Course Tech. Requirements

💬 Introduce Yourself Forum
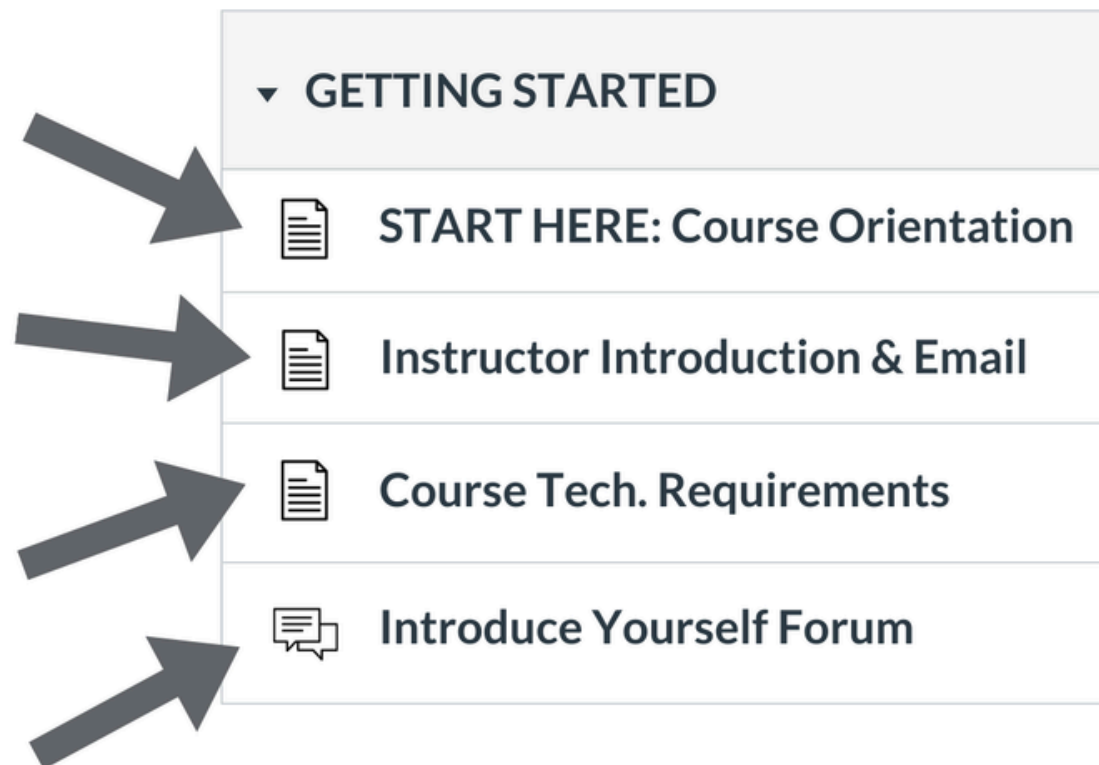
Checklist

The ICON template provided Julia a list of common tasks to choose from when students begin their online course. Julia linked to her syllabus and customized the text for the tasks she selected.

START HERE: Course Orientation & Syllabus

IOWA School of Social Work

Orient Yourself to our ICON Site

Intro to SSW 7200

Complete the Course Checklist

⊘ Read Over the Course Syllabus

Read the syllabus and make sure you understand the requirements for this course. Ask me ⮽ if you have any

⊘ Update Your Computer

Check that your computer is running the latest versions of all the needed software. The Pearson Browser Se

⊘ Introduce Yourself

Tell the class who you are and read about your fellow classmates on the Introduce Yourself Discussion Forum

⊘ Take the Course Expectations Quiz

After carefully reading over your syllabus and reviewing the other getting started material, take the Course E understand the requirements of the course.

⊘ Acquire Your Required Materials

You will find your required materials listed in the syllabus.

⊘ Check Course Announcements

I will frequently be posting announcements and news in this course, be sure you know where to looks for co section. To ensure you are receiving course announcements please see these instructions on how to check y

TEMPLATE MODULE

Module Overview
Share the week's learning objectives and explain activities and assessments.

Lesson
Organize content and provide context for how lecture recordings and readings prepare students for graded activities.
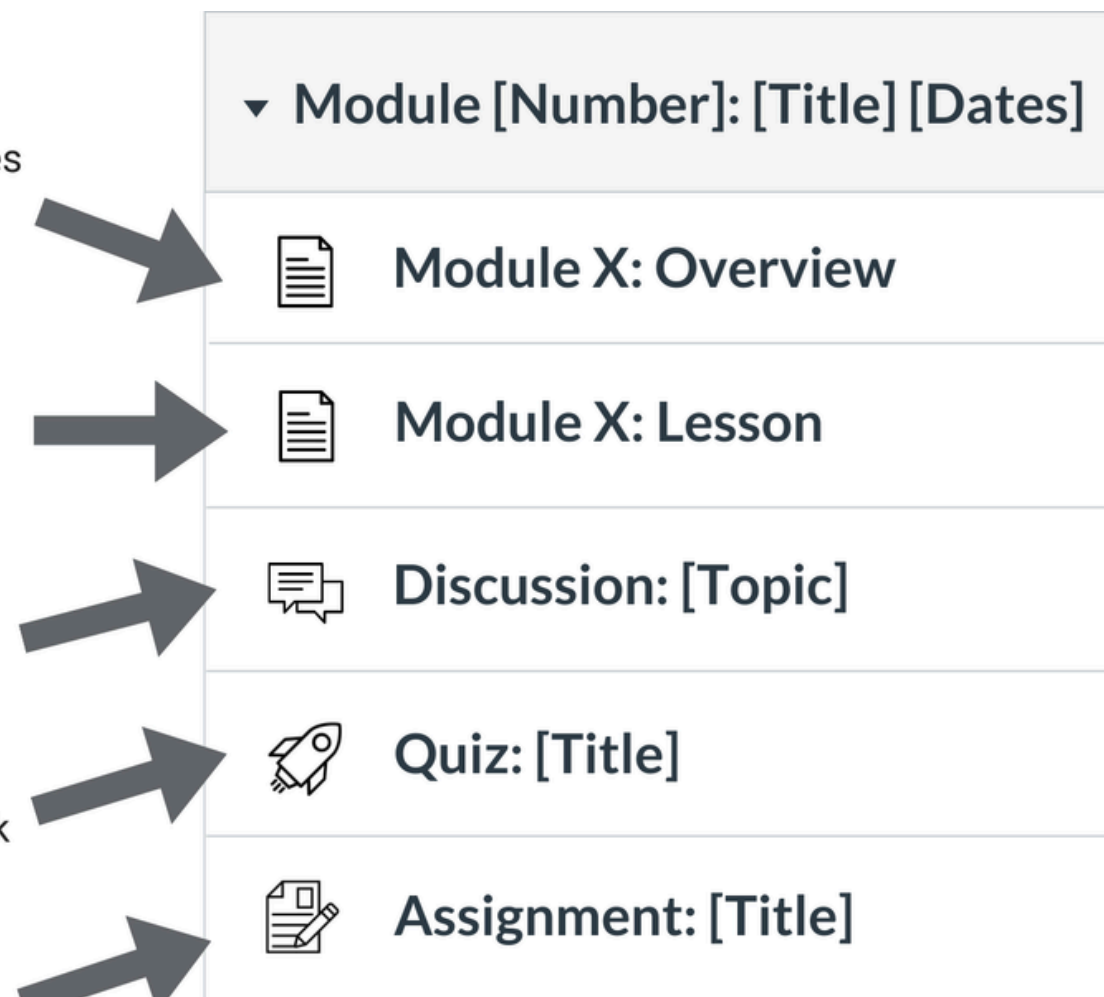
Discussion
A place for students to interact, problem solve, and share ideas.

Quiz
Provide students a chance to check their content knowledge.

Assignment
Post directions and submission requirements for student assessment.

▼ Module [Number]: [Title] [Dates]

📄 Module X: Overview

📄 Module X: Lesson

💬 Discussion: [Topic]

🚀 Quiz: [Title]

📝 Assignment: [Title]

JULIA'S MODULES

Text Headers
Julia has added a text header to her module to visually separate content from assignments.

Module Titles
Julia added the week's dates in the module line, and decided to place the title for the week's topics on the Overview screen.

Live Online Classes
Julia copied her Lesson page and customized it to provide students an agenda and resources they will need during live online classes.

▼ Module 1 - May 15-18 (Asynchronous)

📄 Module 1: INTRODUCTION TO THE COURSE A

📄 Module 1: Lesson

ASSIGNMENTS

💬 Introduce Yourself (Student Discussion Forum
May 18, 2099   5 pts

🚀 Course Overview Quiz
0 pts

▼ Module 2 - May 19-25 (5/25 Class Meeting)

📄 Module 2: MODELS OF CRITICAL THINKING A

📄 Module 2: Lesson

CLASS MEETING

📄 5/25 Class

ASSIGNMENT

🚀 Rank your Foiles case
May 24, 2099   5 pts

TEMPLATE OVERVIEW

JULIA'S OVERVIEW

Here you see Julia's modifications to the template, including some revised language to match her usual course terminology.

Introduction

The template prompt reminds you to contextualize learning for the module.

Objectives

Module learning objectives help students prioritize key skills and concepts in order to prepare for assessments.

This Week

Provide a detailed list of the module tasks so students know what's expected before they start their work.

Introduction

[insert a short paragraph overview of concepts int these with prior learning in the course.]

Objectives

- [Insert learning objectives for this module]

This Week

During this week we we will [insert summary of le session (if applicable), discussions, quizzes, assignm considerations for the week.]

READ AND WATCH all content on the [Mo

POST to the [Discussion: Topic].

TAKE the [Quiz: Title].

SUBMIT the [Assignment: Title].

Module 3: IT'S NOT JUST "THEM" – HOW ARE SOCIAL WORKERS INFLUENCED AND WHAT'S OUR IMPACT?

Introduction

In the last two weeks, we started by reviewing concepts of critical thinking, then applied critical thinking as we started to dig in systems theory. Inherent in systems theory and systems thinking in social work is recognition of systems of privilege and oppression. In the United States, a dominant system of privilege and oppression is white supremacy, which we started to learn about with Tema Okun's article, episode 1 of the Seeing White podcast, and application of these principles to the MacFarlane opinion article.

This week we learn more about systems theory and group work. This will prepare you for the main assignments of the course, which lead to you defining a problem, selecting an intervention, and creating a plan to implement that intervention.

Objectives

Students will meet course goals:

- Review and apply systems theory
- Explain what is necessary for a task group to work well
- Begin work as a group

Students will meet program goals:

- SP: Interpret how social workers are influenced by and influence clients, communities, and organizations

Module Preview

Please find the following activities in Module 3

Read, Watch & Listen: Module 3 Lesson (Fernando; Berman-Rossi; Ross)

Discuss: Group Formation

Introduction & Objectives

Julia has provided students context for the week's learning and specified the module learning objectives.

Module Preview

Julia also provided students a preview of their module to-do's.

TEMPLATE LESSON

JULIA'S LESSON

This page provides students all the content they need to review for the module.

Text Prompts

The template provides prompts inside brackets as a guide while you build ICON content.

Module Readings

Notice that Julia has provided guidance for an article the helps students focus on the most salient pages.

Customized Content

Julia has reordered the content sections and added a Listen section.

Module X: Lesson

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Lectures

[Insert lecture title]

[Optionally, insert lecture summary and/or contextual information that connects concepts to learning in previous modules]

[insert video here]

Supporting Materials
- [insert link to slides, handouts, etc.]

[Insert lecture title]

[Optionally, insert lecture summary and/or contextual information that connects concepts to learning in previous modules]

[insert video here]

Supporting Materials
- [insert link to slides, handouts, etc.]

Readings

[Optionally, insert key points and/or contextual information that connects concepts to learning in previous modules]
- [insert readings]

Module 3: Lesson

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Read

Article:
- Fernando, R. (2018). I love the profession, but hate where I work: Remembering the value of organizations in social work practice. Reflections: Narratives of Professional Helping, 24(1), 45-55.

Task Groups and Coalitions:
- Berman-Rossi, T. (1993). Empowering groups through understanding stages of group development. Social Work with Groups, 15 (2-3), 239-255.
- Ross, H. & Ghadbian, W. (2020). Turning Towards Each Other: A Conflict Workbook.
  - Especially p26-28; 33-41.
  - **This is a lengthier reading/activity;** feel free to familiarize yourself with the content and use the workbook as needed. Preparing yourself for the inevitable conflict of working as a group, and developing effective strategies to work through conflict, is critical to your group's success and also to future leadership practice.

Watch

Ecological systems theory

Listen

Seeing White Episode 2: How race was made https://www.sceneonradio.org/seeing-white/

TEMPLATE DISCUSSION

Discussion: [Topic]

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Prompt

[Insert topic and questions to start the discussion.]

Instructions

[Insert discussion grading requirements and instructions, such as how to reply ⬀; how to attach a file ⬀; embed an image ⬀.]

How-To Instructions

The template links to help guides showing students how to post discussion replies with file attachments and embedded images.

JULIA'S DISCUSSION

The template provides reminders as Julia writes her prompt, including grading requirements and directions for when students post replies to classmates.

Group formation discussion

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Prompt

Answer the questions provided; be thoughtful about your responses in terms of what will be helpful for the group. It will require some vulnerability on your part; don't worry, every other group member must do this, too! You won't be able to see what your group members post until after you've submitted your own responses.

Read the posts from your teammates. Respond to the initial posts of at least two of your team members for full points; you are welcome and encouraged to respond to more than two.

1. Personal Asset Mapping

   - What do I have to offer?
   - What are my strengths/talents/interests/experiences/knowledge areas/sources of power

2. Needs assessment

   - With what do I struggle?
   - What do I think I am not good at?
   - What am I afraid of?
   - What resources do I need to be successful?

3. Learning from experience

   - Things that worked in other groups I was a part of
   - Things that did NOT work in other groups that I was a part of

4. Things my group members should know that may hamper my involvement. What are my:

   - Schedule restrictions?
   - Caregiving responsibilities?

Discussion Prompt

Julia has provided students clear expectations for how they interact and complete this group discussion assignment.