

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Social Work Today's Date: 1/25/11
- b. Department/Division: Social Work
- c. Contact person name: Karen Badger Email: Karen.badger@uky.edu Phone: 7-2350
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Fall 2011

2. Designation and Description of Proposed Course.

- a. Prefix and Number: SW 460
- b. Full Title: Understanding Behavior from a Socio-cultural Perspective: Theories of Psychopathology
- c. Transcript Title (if full title is more than 40 characters): Understnd Beh from a Socio-cult Perspec
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

| | | | | |
|----------------|-------------------------------|-------------------------------------|------------------|--------------------|
| 4 Lecture | _____ Laboratory ¹ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 4
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: Problematic behavior is discussed employing a social work perspective. Students

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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are introduced to a bio-psycho-socio-cultural assessment model and the DSM IV-TR criteria for mental health disorders. Students learn to respect the person in his or her environment and not to categorize them by their problems or diagnosis. Risk/resiliency and strengths perspectives are utilized to understand mental disorders within a socio-cultural context. Emphasis is placed on understanding how theoretical models explain psychopathology and inform interventions in social work practice.

| | | |
|-----------|---|---|
| j. | Prerequisites, if any: | Open to Social Work Majors: SW 350, SW 422, SW 444 |
| k. | Will this course also be offered through Distance Learning? | YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| l. | Supplementary teaching component, if any: | <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both |
| 3. | Will this course be taught off campus? | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| 4. | Frequency of Course Offering. | |
| a. | Course will be offered (check all that apply): | <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer |
| b. | Will the course be offered every year? | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| | If NO, explain: _____ | |
| 5. | Are facilities and personnel necessary for the proposed new course available? | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| | If NO, explain: _____ | |
| 6. | What enrollment (per section per semester) may reasonably be expected? | 25-28 |
| 7. | Anticipated Student Demand. | |
| a. | Will this course serve students primarily within the degree program? | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| b. | Will it be of interest to a significant number of students outside the degree pgm? | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| | If YES, explain: _____ | |
| 8. | Check the category most applicable to this course: | |
| | <input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere | |
| | <input type="checkbox"/> Relatively New – Now Being Widely Established | |
| | <input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities | |
| 9. | Course Relationship to Program(s). | |
| a. | Is this course part of a proposed new program? | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| | If YES, name the proposed new program: _____ | |
| b. | Will this course be a new requirement ⁵ for ANY program? | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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If YES⁵, list affected programs: BASW

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:




Course Prefix and Number: SW 460

Proposal Contact Person Name: Karen Badger Phone: 7-2350 Email: Karen.badger@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|----------------------|---------------|--|---|
| Curriculum Committee | 1/19/11 | Michele Tindall /7-2483/ j.p.adams@uky.edu |  |
| Faculty | 1/24/11 | James Ike Adams /7-6654/ j.p.adams@uky.edu |  |
| Dean | 1/25/11 | James Ike Adams /7-6654/ j.p.adams@uky.edu |  |
| | | / / | |
| | | / / | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁶ |
|------------------------------|---------------|---|-----------------------------------|
| Undergraduate Council | 2/1/2011 | Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.02.04 09:51:13 -0500</small> | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

This course was created in order to more fully address the competencies and learning outcomes we are expected to address by our accrediting body (CSWE) and to better prepare students for future practice and their licensure examination.

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY

College of Social Work

SW 460: Understanding Behavior from a Socio-cultural Perspective: Theories of Psychopathology (4 credits)

Course Syllabus

Carl Craig, Ph.D.

Office hours: By appointment

(Preferred contact: email)

Classroom:

Class meeting time:

Cdcrai2@uky.edu

Office: 859-257-6657

Course Description: Problematic behavior is discussed employing a social work perspective. Students are introduced to a bio-psycho-socio-cultural assessment model and the DSM IV-TR criteria for mental health disorders. Students learn to respect the person in his or her environment and not to categorize them by their problems or diagnosis. Risk/resiliency and strengths perspectives are utilized to understand mental disorders within a socio-cultural context. Emphasis is placed on understanding how theoretical models explain psychopathology and inform interventions in social work practice.

Pre-requisites: Open to Social Work Majors, SW 350, SW 422, SW 444

Goals/objectives:

Students complete SW 460 in their senior year after completing the HBSE course sequence. Course material is presented within a socio-cultural context and utilized to understand mental disorders with the goal to sensitize students to the relativity of psychopathology as influenced by cultural considerations. Students are provided an opportunity to apply their learning from their previous HBSE courses as connecting explanatory theoretical models to understand psychopathology is emphasized in this course.

In this course, students will learn to:

1. Connect explanatory theoretical models to psychopathology to understand deviant behavior and begin to understand use of theory to support change (to use to inform interventions). (2.1.3, 2.1.6, 2.1.7, 2.1.10)
2. View psychopathology through the lens of several theories: (1) brief psychodynamic, (2) cognitive-behavioral, (3) symbolic-interaction, (4) existential. They will also consider implications from neuroscience. Students are asked questions such as: How do these theories explain psychopathology? How does this theory-based understanding of the pathology then guide intervention and inform change? (2.1.3, 2.1.7, 2.1.9, 2.1.10)
3. Understand psychopathology as a concept defined in terms of "functional impairment" vs. through use of subjective terms. Students also learn to account for the impact of the presence of psychopathology on the developmental process. (2.1.1, 2.1.3, 2.1.7)
4. Examine the socio-cultural context, which sensitizes students to the relativity of psychopathology as influenced by ethical and cultural considerations as well as assists

them in developing an assessment framework that includes the employment of a cultural competence practice model. (2.1.2, 2.1.4, 2.1.10)

5. Understand and consider epidemiological considerations for prevalence of disorders. (2.1.3, 2.1.4, 2.1.9)
6. Develop a holistic view of persons and understand that they are more than a diagnosis, as well as learn how to apply knowledge and skill appropriate to the scope of practice and the social worker's professional responsibilities as defined by educational and licensure levels. (2.1.1, 2.1.4)

Practice Behaviors (Learning Outcomes)

This course assists students to build towards competency in the following practice behaviors:

Primary Practice Behaviors:

1. Identify and practice within professional roles and boundaries (2.1.1.3).
2. Recognize and manage personal values so that professional values guide practice (2.1.2.1)
3. Recognize personal biases and values to manage their influence in working with diverse groups (2.1.4.1).
4. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression (2.1.4.2).
5. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences (2.1.4.3).
6. Use research evidence to inform practice (2.1.6.2)
7. Utilize theoretical conceptual frameworks to guide the processes of (a) assessment and (b) intervention (2.1.7.1)
8. Critique and apply knowledge to understand person and environment (2.1.7.2)
9. Assess client's strengths and limitations (2.1.10A3).

Secondary Practice Behaviors

1. Develop a commitment to engage in career long learning (2.1.1.5).
2. Make ethical decisions by applying standards of the NASW and other social work code of ethics (2.1.2.2)
3. Analyze models of (a) prevention, (b) assessment, and (c) intervention (2.1.3.2)
4. Collect, organize, and interpret client data (2.1.10A1).
5. Select appropriate intervention strategies (2.1.10A5).
6. Implement prevention interventions that enhance client capacities (2.1.10I2).
7. Critically analyze and evaluate interventions (2.1.10Ev1)

Means Practice Behaviors

1. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1.4).
2. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (2.1.3.1)
3. Demonstrate effective oral and written communication in professional settings (2.1.3.3).
4. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences (2.1.4.4).

5. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

Texts:

Rothman, J.C. (2008). *Cultural competence in process and practice- building bridges*. Boston, MA: Allyn and Bacon.

Gray, S.W., Zide, M.R. (2008). *Psychopathology: A competency-based assessment model for social workers*. Belmont, CA: Thomson Brooks/Coles

*Also utilized are the texts from two previous HBSE Courses (SW 421 and SW 422):
Texts will be used for assignments and for application during in-class activities*

Hutchison, E.D. (2011). *Dimensions of Human Behavior: The Changing Life Course*, Thousand Oaks, CA. Sage. (Being evaluated)

Robbins, S. P., Chatterjee, P., & Canda, E. R.. (2006). *Contemporary Human Behavior Theory: A Critical Perspective for Social Work (2nd edition)*. Boston: Pearson/Allyn and Bacon.

Undergraduate Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = <59

Assignments:

| | |
|---|-----|
| Reaction papers, Cultural group summary presentations, and in-class assignments | 15% |
| Mid-term: | 20% |
| Final: | 25% |
| Participation: | 10% |
| Research Paper and oral summary: | 20% |
| | 10% |

Mid-term Grades

Mid-term grade will be provided to students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

Disability Statement

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address

jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

1. Reading Reactions and in-class assignments: Throughout the semester you will be assigned a 1-2 page reaction paper to the assigned readings, which will be due on the first class period of the week at the beginning of class. You are to both demonstrate that you have completed the readings and that you can think critically about the issues raised. This is to be your original work with proper credit attributed to others when citing their work. The dates upon which these papers are due are found in your syllabus. There will also be graded in-class assignments (announced or unannounced) for which you will be responsible that are based on class readings and discussion.

2. Two exams: Two exams will be given in the semester that will allow students to demonstrate their understanding and application of primary course concepts and issues related to problematic behavior understood from a bio-psycho-socio-cultural assessment model employing a social work perspective and utilizing theories of change. General study guides are provided for exams.

3. Signature Assignment: Group Identity Research Paper and Oral Summary: The research paper addresses the following: Consider the population served by your SW 444 practicum placement and identify a disorder discussed in class or covered in the Gray and Zide text that this population experience. Investigate the literature to understand how the nature of the problem might be experienced within your specific diverse population and influenced by cultural considerations (you should utilize a minimum of three scholarly sources). This discussion should address (a) the extent to which it is considered to be a problem within the culture, (b) how the problem is experienced by an individual, the family, and the respective community in which they live. Discuss any impact on availability, access, or utilization of services that the cultural or diversity issues may create. Investigate the literature for culturally appropriate, research-informed interventions that address the problem and summarize your findings as well as the theoretical perspective the interventions employ (you should utilize a minimum of six scholarly sources). Each group produces one written paper and also provides an oral summary of their work to the class.

3. Class Participation: Students are expected to be present for class and to be prepared to actively participate. The class participation grade is not only based on attendance, but also is based on active contributions to class discussions and activities (through completing assignments, completing in-class work (both individual and group), blackboard activities, and assigned reading prior to class). **Students need to be sure to sign in each class and check blackboard regularly for announcements and discussion threads.** Arriving late for class or leaving early will affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructors. Ungraded assignments will be used in class throughout the semester and will count towards your class participation. See previous information about class participation expectations for more guidelines.

In addition, students will serve as *discussion leaders* for one class period. Your task is to provide an overview of the key issues raised in the reading and to facilitate a class discussion regarding these issues. Your leadership should consist of a 20 to 30 minute review and active facilitation of

the assigned readings for that class. More information will be provided by your instructor regarding expectations for your role.

Course Calendar

Week One: Introduction to the Course
Understanding Cultural Competence (Material from Rothman- chapter one)

Week Two: Class One: Understanding Cultural Competence and Related Concepts
Reading due: Rothman: Chapters 1 through 3

Class Two: Practice Frameworks for Diversity Competence

Reading due: Rothman, Chapter 4

Saleeby, C. (2001). The diagnostic strengths manual? *Social Work*, 46(2), 183-188.

Reaction Paper Due (Saleeby article)

Week Three: Class One: The Skills of Culturally Competent Practice and its Practice Context
Reading due: Rothman: Chapters 5 and 6

Class Two: Cultural Competence with Cultural Populations

(African Americans, Pilipino, Chinese-Americans, Iranian-Americans, Caucasian, Undocumented Mexicans)

Reading due: Rothman, Chapter 8, portion of the chapter assigned to student workgroups to be summarized for class

Group Reading Summary Presentations

Week Four: Class One: Introduction to explanatory theories of psychopathology
Reading due: Video lecture: "Theories of psychopathology: Using Theory to Inform Intervention" by Dr. Carl Craig (review on blackboard prior to class)
Bring notes to class from video viewing

Class Two: Introduction to Assessment and the DSM IV-TR

Reading due: Gray and Zide, Chapter One

Cultural/diversity groups and disorders are paired based on available epidemiology evidence. Students should bring their Robbins et al. text to class as a reference for theory application to case studies included in the Gray and Zide text that will be used for class activities.

Week Five: Class One: Cultural Competence with Age Groups
Reading due: Rothman, Chapter 11, Project 14 (Elderly)

Class Two: Cognitive Disorders

Reading due: Gray and Zide, Chapter 2

Swenson, C. (2004). Dementia diary: A personal and professional journal. *Social Work*, 49(3), 451-460.

Reaction Paper Due

Week Six: Class One: Alcoholics and Problem Drinkers
Reading due: Rothman, pp. 311-325

Class Two: Substance Abuse

Case Study: Linking theory to assessment and understanding intervention
(Transtheoretical model of change)

Reading due: Gray and Zide, Chapter 10

Prochaska, J. M., Prochaska, J. O., Cohen, F. C., Gomes, S. O.,
 Laforge, R. G., Eastwood, L. (2004). The Transtheoretical
 model of change for mutli-level interventions for alcohol
 abuse on campus. *Journal of Alcohol & Drug Education*,
 47 (3), p34-50.

Week Seven: Class One: Disabilities (including physical)
Reading due: Rothman, pp. 213-231

Class Two: **Exam One**

Week Eight: Class One: Viet Nam Vets

Reading due: Rothman, pp. 297-310

Renshaw, K.D. (2010). Deployment experiences and postdeployment PTSD
 symptoms in National Guard/Reserve service members serving in
 Operations Enduring Freedom and Iraqi Freedom. *Journal of Traumatic
 Stress*, 23 (6), p. 815-818.

Reaction Paper Due

Class Two: Anxiety Disorders

Case Study: Linking theory to assessment and understanding intervention
(Cognitive-behavioral theory)

Reading due: Gray and Zide, Chapter 5

Week Nine: Class One: The Homeless

Reading due: Rothman, pp. 273-285

Folsom, D; Jeste, D. V. (2002). Schizophrenia in **homeless** persons: a systematic
 review of the literature. *Acta Psychiatrica Scandinavica*, (105), 6, p404-
 413.

Class Two: Psychotic Disorders

Case Study: Linking theory to assessment and understanding intervention
(Downward drift, neurotransmission theory, and social causation)

Reading due: Gray and Zide, Chapter 3

Week Ten: Class One: Sexual Orientations

Readings due: Rothman, pp. 173-199

Sullivan, M., & Wodarski, J. (2002) Social alienation in gay youth.
Journal of Human Behavior in the Social Environment,
 5(1), 1-17.

Reaction Paper Due

Class Two: Depression

Case Study: Linking theory to assessment and understanding intervention

Reading due: Gray and Zide, Chapter 4

Week Eleven: Class One: Adolescents

Reading due: Rothman, pp. 259-272

Class Two: Eating Disorders

Case Study: Linking theory to assessment and understanding intervention

(*Cognitive Behavioral Theory, Interpersonal Therapy*)

Reading due: Gray and Zide, Chapter 8

Fairborn, C. (2003). Cognitive behavior therapy for eating disorders: A
 “transdiagnostic” theory and treatment. *Behaviour Research & Therapy*, 41(5),
 509-528.

Week Twelve: Class One: Incarcerated Women

Reading due: Rothman, pp. 285-297

Class Two: Personality Disorders

Case Study: Linking theory to assessment and understanding intervention

Reading due: Gray and Zide, Chapter 9

Week Thirteen: Class One: Conduct and Defiant Disorders

Reading due: Richardson, G. E. (2002). The metatheory of resilience and
 resiliency. *Journal of Clinical Psychology*, 58(3), Mar,
 2002. Special issue: A second generation of resilience
 research. Pp. 307-321.

Class Two: ADHD/ADD, learning disorders

Reading due: Edwards, J. (2002). Evidence-based treatment for child ADHD:
 “Real World” practice implications. *Journal of Mental
 Health Counseling*, 24(2), 126-139

Al-Yagon, M. (2003). Children at risk for learning disorders:
 Multiple perspectives. *Journal of Learning Disabilities*,
 36 (4), 318-385.

Reading ADHD/ADD, learning disorder criteria: DSM IV-TR (on-line site)

Group Presentation Papers Due

Week 14: Student Group Oral Presentations

Week Fifteen: Class One: Application within a cultural context

Reading due: Rothman, Chapter 8

Class Two: Course review and exam preparation

Final Exam Week- Final Exam date and time TBA

Course Policies

Class Format

Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and theoretical issues is central to this class.

Participation and Attendance

Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10% of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class time frame.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

Submission of Assignments

Papers need to be formatted according to **APA publication guidelines (6th edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1” margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

All assignments are due at the beginning of class on the stated due date in the course calendar. Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy) **Late assignments will be penalized 5 points each day late unless otherwise arranged with the professor.**

Make-up Opportunities

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that quiz or graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student’s responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

Academic Integrity Statement

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:<http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

Classroom Behavior, Decorum, and Civility

Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

To limit distractions in the classroom:

***** Turn off all cell phones and other electronic devices and store them during class. *****

*****Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.*****

Students are expected to actively participate in the class discussions by:

- * Coming to class having completed assigned readings and prepared to discuss them
- * Demonstrating an active interest in the topic being discussed by verbal and nonverbal behaviors
- * Taking part in the class discussion vs. engaging in side conversation with those around you
- * Demonstrating a commitment to share thoughts and feelings with other students
- * Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- * Sharing relevant information from one's knowledge base or life experiences with classmates
- * Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

Professional Preparation

As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.