

NEW COURSE FORM

1. General Information.					
a.	Submitted by the College of: Social Work		Today's Date: 10/11/10		
b.	Department/Division: Social Work				
c.	Contact person name: Janet Ford, DGS	Email: jpford01	Phone: 7-6660		
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval OR <input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2012				
2. Designation and Description of Proposed Course.					
a.	Prefix and Number: SW 718				
b.	Full Title: Clinical Decision Making & Judgment for Social Work				
c.	Transcript Title (if full title is more than 40 characters): Clinical Decision-making				
d.	To be Cross-Listed ² with (Prefix and Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	X Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail				
g.	Number of credits: 3				
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours: _____				
	If YES: Will this course allow multiple registrations during the same semester?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Course Description for Bulletin: This course provides the foundation for decision and judgment processes necessary for effective clinical social work practice, and is usually taken concurrently with the Psychopathology II course.				

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)

NEW COURSE FORM

j.	Prerequisites, if any: Prerequisite: Admission to the Clinical Social Work concentration		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input checked="" type="checkbox"/>	NO <input 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 checked="" type="checkbox"/>	NO <input type="checkbox"/>
4.	Frequency of Course Offering.		
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input 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?	20	
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 checked="" type="checkbox"/> Relatively New – Now Being Widely Established		
	<input 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"/>
	If YES ⁵ , list affected programs: Master of Social Work Program		
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> 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.	<input checked="" type="checkbox"/> 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.		

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

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

NEW COURSE FORM

Signature Routing Log

General Information:



Course Prefix and Number: SW 718

Proposal Contact Person Name: Janet Ford, DGS Phone: 7-6660 Email: jpford0@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
College of Social Work Curriculum Committee	3/22/10	Michele Tindall, Chair / 7-2483 / cmstat00@uky.edu	 10-11-10
College of Social Work Faculty	4/19/10	James Adams, Dean / 7-6654 / j.p.adams@uky.edu	 10/11/10
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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 718 Clinical Decision Making & Judgment for Social Work (3 credit hours)

James J. Clark, Ph.D
3470 Blazer Parkway Suite 100
Lexington, Kentucky 40509
Phone: 543-0078 ext.0
e-mail address: jjclar00@uky.edu
Preferred method of reaching instructor: e-mail

Class time
Class location
Office hours

COURSE DESCRIPTION

This course provides the foundation for decision and judgment processes necessary for effective clinical social work practice, and is usually taken concurrently with the Psychopathology II course. **Prerequisite:** Admission to the Clinical Social Work concentration.

COURSE OBJECTIVES

This course will:

1. Examine and analyze the major sources of clinical error and the most effective remedies for valid clinical judgments. (2.1.1, 2.1.3, 2.1.10)
2. Review the major clinical decision theories, research evidence and how to apply these clinical practice processes and outcomes. (2.1.6, 2.1.7, 2.1.10)
3. Examine and analyze the significant problems associated with high risk decision processes. (2.1.3, 2.1.8, 2.1.9, 2.1.10)
4. Analyze and apply cultural and other adaptations of decision theory necessary for effective decision making with under-served and vulnerable populations. (2.1.3, 2.1.4, 2.1.5, 2.1.0)
5. Analyze and apply the major ethical issues associated with complex clinical decision-making. (2.1.2, 2.1.3)

PRACTICE BEHAVIORS (LEARNING OUTCOMES)

By the end of this class, students are expected to build towards or acquire competency in the following practice behaviors. Students should demonstrate the ability to:

Primary Practice Behaviors

1. Understand and identify professional strengths, limitations and challenges. [2.1.1.9]
2. Apply ethical decision-making skills to issues specific to clinical social work. [2.1.2.5]
3. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. [2.1.3.7]
4. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. [2.1.3.8]
5. Research and apply knowledge of diverse populations to enhance client well-being. [2.1.4.5]
6. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and implementation. [2.1.5.4]
7. Use research evidence to inform practice. [2.1.6.2]
8. Use the evidence-based practice process in clinical assessment and intervention with clients. [2.1.6.3]

9. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. [2.1.7.3]
10. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. [2.1.7.4]
11. Understand and apply knowledge, models, and research about co-morbid conditions in the assessment and treatment process. [2.1.7.5]
12. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. [2.1.10.a.5]
13. Assess clients' readiness for change. [2.1.10.b.7]
14. Critically evaluate, select, and apply best practices and evidence-based interventions. [2.1.10.c.6]

Secondary Practice Behaviors

1. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being. [2.1.2.8]
2. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
3. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences. [2.1.4.4]
4. Analyze policies that advance social well-being. [2.1.8.1]
5. Communicate to stakeholders the implications of policies and policy change in the lives of clients. [2.1.8.5]
6. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being. [2.1.8.6]
7. Assess the quality of clients' interactions within their social contexts and the quality of mental health services available to vulnerable populations, i.e., homeless, incarcerated adults, and adults and children living in rural and urban environments. [2.1.9.3]
8. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. [2.1.10.b.8]

Means

1. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
2. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
3. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights. [2.1.2.6]
4. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
5. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
6. Understand forms of oppression and discrimination. [2.1.5.1]
7. Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations. [2.1.5.5]
8. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
9. Critique and apply knowledge to understand person and environment. [2.1.7.2]
10. Advocate with and inform administrators and legislators to influence policies that impact clients and service. [2.1.8.7]
11. Substantively and affectively prepare for action with clients. [2.1.10.a.1]

- 12. Collect, organize, and interpret client data. [2.1.10.b.1]
- 13. Critically analyze and evaluate interventions. [2.1.10.d.1]

TEXTS

Connolly, T., Arkes, H.R., & Hammond, K.R. (2000). Judgment and decision-making: An interdisciplinary reader (2nd ed.) NY: Cambridge University Press.

Ericsson, K. A., Charness, N., Hoffman, R.R., & Feltovich, P.J. (2006). *Cambridge handbook of expertise and expert performance*. NY: Cambridge University Press.

ON RESERVE

Berlin, S.B & Marsh, J.M. (1993). *Informing practice decisions*. NY: Prentice-Hall.

Gambrill, E. (2006). *Social work practice: A critical thinker's guide* (2nd ed.). NY: Oxford University Press.

Garb, H. N. (1998). *Studying the clinician: Judgment research and psychological assessment*. Washington, D.C.: American Psychological Association.

Reason, J. (2009). *The human contribution*. NY: Ashgate Pub.

Other listed readings are available on-line or on reserve.

Graduate Grading Scale	Grade Components	
A=90-100		
B=80-89	Clinical decision-making paper	50%
C=70-79	Precis assignments	40%
E<70	Class participation	10%

DISABILITY STATEMENT

Any student who has a documented disability that requires academic accommodations in this course must make their request to the Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide the instructor with a Letter of Accommodations which details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, at 859-257-2754 or jkarnes@email.uky.edu.

COURSE COMPONENTS

1. **One Signature Assignment: Clinical decision-making paper: 50%.** Students will select and present a clinical social work case, analyze it using decision-making theories and research, propose strategies for managing the case, and describe and defend an evaluation procedure for the case.
2. **Eight précis assignments: 40%.** Students will review clinical and/or research papers from peer-reviewed journals.
3. **Class Participation: 10% Grades will be earned based on attendance, class participation, and on completion of unannounced quizzes and in-class exercises.**

COURSE CALENDAR

<p>Week 1</p>	<p>Introduction to the class Connolly et al., pp.127-143 Ericsson et al., Introduction & Chapter 7 Arendt, H. (1971). Thinking and moral considerations: A lecture. <i>Social Research</i>, 38 (1971), 417-446. Berlin, S.B & Marsh, J.M. (1993). <i>Informing practice decisions</i>. NY: Prentice-Hall, Chapters 1-3. Gambrill, E. (2003). Ethics, science, and the helping professions: A conversation with Robyn Dawes. <i>Journal of Social Work Education</i>, 39(1), 27-40.</p>	<p>Sources, patterns & impacts of individual clinical thinking.</p>
<p>Week 2</p>	<p>Readings: Garb, H. N. (1998). <i>Studying the clinician: Judgment research and psychological assessment</i>. Washington, D.C.: American Psychological Association. Garb, H. N. (2000). On empirically-based decision making in clinical practice. <i>Prevention and Treatment</i>, 3. Garb, H. N. (2005). Clinical judgment and decision making. <i>Annual Review of Clinical Psychology</i>(1), 67-89. Meehl, P. E. (1973). Why I do not attend case conferences. In <i>Psychodiagnosis: Selected papers</i> (pp. 225-302). New York: W.W. Norton and Company. Meehl, P. E. (1986). Causes and effects of my disturbing little book. <i>Journal of Personality Assessment</i>, 50(3), 370-375.</p>	<p>Judgment, decisions, & error Précis assignment 1 due</p>
<p>Week 3</p>	<p>Connolly, et al., General Introduction, 38-55. Ericsson, et al., Chapter 24 Berlin & Marsh, Chapters 11-12 Gambrill, Chapters 1-3</p>	<p>Effectively managing individual clinical judgment & decision making</p>
<p>Week 4</p>	<p>Munro, E. (1996). Avoidable and unavoidable mistakes in child protection work. 26, 6(793-808). Munro, E. (1999). Common errors of reasoning in child protection work. <i>Child Abuse and Neglect</i>, 23(8), 745-758. Reason, J. (2000). Human error: Models and management. <i>British Medical Journal</i>, 320, 768-770. Ruscio, J. (1998). Information integration in child welfare cases: An introduction to statistical decision making. <i>Child Maltreatment</i>, 3(2), 143-156.</p>	<p>Continuation of week 3 topics. Précis assignment 2 due</p>

Week 5	Janis, I. L. (1989). <i>Crucial decisions: Leadership in policymaking and crisis management</i> . New York: The Free Press. Chapters 1-4	Sources, patterns & impacts of group & organizational error Précis assignment 3 due
Week 6	Langewiesche, W. (2003). Columbia's last flight. <i>The Atlantic</i> , 292, 58-87. Sunstein, C. R. (2003). <i>Why societies need dissent</i> . Cambridge, MA: Harvard University Press. Tufte, E. (2003) <i>The Cognitive Style of PowerPoint</i> . http://www.edwardtufte.com/tufte/books_pp	Continuation of week 5 topics.
Week 7	Ericsson, et al., Chapter 25	Effectively managing group & organizational decisions Précis assignment 4 due
Week 8	Janis, I. L. (1989). <i>Crucial decisions: Leadership in policymaking and crisis management</i> . New York: The Free Press, Chapters 5-7	Continuation of week 7 topics. Précis assignment 5 due
Week 9	Nutt, P. C. (1989). <i>Making tough decisions: Tactics for improving managerial decision making</i> . San Francisco: Jossey-Bass. Chapters 10-12.	Individual, group & organizational management of significant clinical risks
Week 10	Nutt, P. C. (1989). <i>Making tough decisions: Tactics for improving managerial decision making</i> . San Francisco: Jossey-Bass. Chapters 13-14	Continuation of week 9 topics. Précis assignment 6 due
Week 11	Nutt, P. C. (1989). <i>Making tough decisions: Tactics for improving managerial decision making</i> . San Francisco: Jossey-Bass. Chapters 15-16	Continuation of week 10 topics.
Week 12	Ericsson et al., Chapter 5; and pp. 39-42.	The new science of expertise & expert judgment Précis assignment 7 due
Week 13	Suzuki, L. A., & Ponterotto, J. G. (Eds.). (2008). <i>Handbook of multicultural assessment: Clinical, psychological, and educational applications</i> . (3rd ed.). San Francisco: Jossey-Bass., Chapters 1-5; 27; 29 Wright, M. T., & Roberts, L. W. (2009). A basic	Ethical decision making & diversity: factors of culture, race, gender, social class, origins & lifestyles.

	decision-making approach to common ethical issues in consultation-liaison psychiatry. <i>Psychiatric Clinics of North America</i> , 32, 315-328.	
Week 14	Shaw, I.F., Greene, J. C., Mark, M.M. (Eds.) (2006): <i>The Sage Handbook of Evaluation</i> . Thousand Oaks, CA: Sage. Chapters 1-3; 11, 22, 25.	Evaluating clinical decision making for social work practice Précis assignment 8 due
Week 15		Signature Assignment: Clinical Decision-Making Paper due

COURSE POLICIES

- 1. 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 ethical issues is central to this class.
- 2. 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 percent 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.

- 3. 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.

4. **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.
5. **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.**

6. **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.**
7. **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.

- 8. 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.

9. Limit classroom disruptions:

***** Turn off all cell phones (or put on vibrate mode) 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.

10. 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.

11. Hybrid Model: For the hybrid model of this course, there will be fewer than 50% face-to-face/classroom meetings. Course materials will be posted on Blackboard; written assignments will be submitted via Blackboard and group discussions will be conducted via Blackboard. The instructor will be available for email and/or telephone discussions during the posted class time (unless otherwise noted); the professor will respond to student communications within 3 working days. Students will need internet access to Blackboard materials. For technical problems, contact the Teaching and Academic Service Center (TASC) at <http://www.uky.edu/TASC/> (phone: 859-257-8272) or the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> (phone: 859-257-1300). For information on Distance Learning Library Services, visit http://www.uky.edu/Libraries/lib.php?lib_id=16 or contact Carla Cantagallo, DL Librarian at dllservice@email.uky.edu (phone: 859-257-0500, ext. 2171, or 800-828-0439)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: SW 718	Date: 10/7/10
Instructor Name: Dr. Jim Clark	Instructor Email: jjclar00@uky.edu
<p>Check the method below that best reflects how the majority of course of the course content will be delivered.</p> <p style="text-align: center;"> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> </p>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Instructor is available via email or phone; DL staff will be consulted for Blackboard assignments</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>All texts, course objectives and learning outcomes are the same as for full face-to-face course delivery</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Blackboard technology will be used to post course materials, but fewer than 50% of class periods will be face-to-face</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

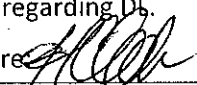
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The course is being offered in a hybrid model; fewer than 50% of class periods will be face-to-face</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The academic requirements are the same for the face-to-face and hybrid versions</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will have access to the same materials as the fully face-to-face course students</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>This information will be included in syllabi for hybrid courses</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none">o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Jim Clark, Ph.D</p> <p>Instructor Signature:  10/11/10</p>

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