# 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:   ☐ Semester following approval   OR   ☒ Specific Term/Year[1]:   Fall 2012

**2. Designation and Description of Proposed Course.**

**a.** Prefix and Number:   SW 721

**b.** Full Title:   Poverty and Inequality

**c.** Transcript Title (if full title is more than 40 characters):   Poverty & Inequality

**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:   ☒ Letter (A, B, C, etc.)      ☐ Pass/Fail

**g.** Number of credits:   3

**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:   Poverty and inequality are among the most pervasive social problems of our time. According to the NASW code of ethics, tackling poverty is a primary goal for social workers. This course aims to unmask the complexities of poverty and

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[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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|  |  | inequality by introducing students to the nature and characteristics of poverty, examining the predominant explanations of poverty and inequality, exploring the consequences of poverty and inequality, and surveying historical and contemporary approaches to poverty reduction.   Diverse perspectives will be presented throughout the course. Special attention will be given to issues related to values and ethics including social justice, human rights, and well-being. |
|---|---|---|

**j.** Prerequisites, if any:    Prerequisites: Admission to the Community and Social Development Concentration.

**k.** Will this course also be offered through Distance Learning?                    YES[4] ☒    NO ☐

**l.** Supplementary teaching component, if any:    ☐ Community-Based Experience    ☐ Service Learning    ☐ Both

**3.   Will this course be taught off campus?**                    YES ☒    NO ☐

**4.   Frequency of Course Offering.**

**a.** Course will be offered (check all that apply):        ☒ Fall        ☐ Spring        ☐ Summer

**b.** Will the course be offered every year?                    YES ☒    NO ☐

If NO, explain:        _____

**5.   Are facilities and personnel necessary for the proposed new course available?**        YES ☒    NO ☐

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 ☒    NO ☐

**b.** Will it be of interest to a significant number of students outside the degree pgm?        YES ☐    NO ☒

If YES, explain:        _____

**8.   Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☒ Relatively New – Now Being Widely Established

☐ 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 ☐    NO ☒

If YES, name the proposed new program:        _____

**b.** Will this course be a new requirement[5] for ANY program?                    YES ☒    NO ☐

If YES[5], list affected programs:    Master of Social Work Program

**10.   Information to be Placed on Syllabus.**

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[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.

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| 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. |

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## Signature Routing Log

**General Information:**

Course Prefix and Number:      SW 721

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 | Tindall 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:

_____

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

**SW 721 Poverty and Inequality (3 credit hours)**

Psyche Southwell                                          Class time
665 Patterson Office Tower                          Class location
Phone: 859-357-4405                                  Office hours
e-mail address:  p.southwell@uky.edu
Preferred method of reaching instructor: e-mail

## COURSE DESCRIPTION

Poverty and inequality are among the most pervasive social problems of our time.
According to the NASW code of ethics, tackling poverty is a primary goal for social
workers.  This course aims to unmask the complexities of poverty and inequality by
introducing students to the nature and characteristics of poverty, examining the
predominant explanations of poverty and inequality, exploring the consequences of
poverty and inequality, and surveying historical and contemporary approaches to poverty
reduction.    Diverse perspectives will be presented throughout the course. Special
attention will be given to issues related to values and ethics including social justice,
human rights, and well-being.  **Prerequisites**: Admission to the Community and Social
Development Concentration.

## COURSE OBJECTIVES

This course will:

1.  Explore and critically examine measures of poverty and inequality with the goal of
    further understanding the complexity of these problems. (2.1.3, 2.1.6)
2.  Assess the nature, trends, and patterns of poverty and inequality. (2.1.3, 2.1.5, 2.1.6,
    2.1.9, 2.1.10)
3.  Understand the relationship between stratification and inequality by various social
    dimensions including race, class, gender, immigration status, age, and family
    structure. (2.1.4, 2.1.5, 2.1.6, 2.1.7)
4.  Illuminate critical characteristics of poverty in the rural south. (2.1.4, 2.1.5, 2.1.6,
    2.1.9)
5.  Critically analyze competing perspectives on the causes of poverty, particularly
    individual versus structural theories. (2.1.3, 2.1.7)
6.  Evaluate the role of oppression in creating and perpetuating poverty and inequality.
    (2.1.3, 2.1.5)
7.  Evaluate the role of public policy and its implementation in producing, maintaining,
    and alleviating poverty and inequality. (2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.10)
8.  Apply social work ethical principles to understand practice with groups at risk of
    poverty. (2.1.2, 2.1.4)
9.  Stimulate insights, creative thinking, and further interest concerning the topic of
    poverty and inequality. (2.1.1, 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. Demonstrate an understanding of the value and ethical issues particular to social workers practicing with organizations and communities. [2.1.2.5]
2. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. [2.1.3.1]
3. 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]
4. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
5. Recognize the extent to which organizations and their operations may marginalize or exclude classes of persons. [2.1.4.6]
6. Understand the forms and mechanisms of oppression and discrimination. [2.1.5.1]
7. Advocate for human rights and social and economic justice. [2.1.5.2]
8. Use research evidence to inform practice. [2.1.6.2]
9. Utilize theoretical conceptual frameworks to guide the processes of assessment, prevention, intervention, and evaluation. [2.1.71]
10. Critique and apply knowledge to understand person and environment. [2.1.7.2]
11. Critique and apply a multi-systemic framework to understand and create change within neighborhoods, communities, community based organizations and larger social institutions, recognizing the social, economic, political, and geographic factors that influence organizational and community development. [2.1.7.4]
12. Analyze policies that advance social well-being. [2.1.8.1]
13. .Advocate for policies that advance social well-being.[2.1.8.3]
14. Apply organizational and community theories, models, and research in the context of different practice settings and across multiple systems of care. [2.1.10.b.8]
15. Critically analyze and evaluate interventions. [2.1.10.d.1]

**Secondary Practice Behaviors**

1. Identify opportunities for social work involvement in formulating, changing and evaluating policies at the agency, local, state and federal level that enhance the well-being and sustainability of communities and organizations. [2.1.1.7]
2. Develop a commitment to engage in career long learning. [2.1.1.5]
3. Formulate policies that advance social well-being. [2.1.8.2]
4. Apply policy skills to effectively engage in the policy processes that affect service delivery systems and that affect the organizational practices within organizations that employ low-wage workers, and other vulnerable populations. [2.1.8.5]
5. Articulate social work roles and values in formulating, changing, and evaluating social and agency policies that enhance the well-being of communities. [2.1.8.6]
6. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
7. Act as change agents to promote service delivery to address the needs of distressed communities. [2.1.9.3]

**Means**

1. Advocate for client access to social work services. [2.1.1.1]
2. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities [2.1.3.3].
4. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]

5. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]

**TEXT AND READINGS**
Course pack of book chapters and articles listed in syllabus available at the UK bookstore at the Student Center only.

This course relies on students reading the journal articles as assigned throughout the semester. Readings are due on the date under which they are listed in the course calendar.

| Graduate Grading Scale | Grade Components | |
|---|---|---|
| A=90-100 | Demographic brief | 20% |
| B=80-89 | Poverty Perspectives Papers | 35% |
| C=70-79 | Final Paper | 35% |
| E<70 | Attendance and 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. **Three Signature Assignments:** .
   **#1. Demographic brief on poverty or inequality: 20%** Students will complete a four page demographic briefing on poverty or inequality within or between demographically defined groups.
   **#2. Competing poverty perspectives and policy: 35%.** Students will critically analyze policy implications that derive from two competing theoretical perspectives on the cause of poverty or inequality in a five page paper.
   **# 3. Final paper: 35%** Students will be given an assignment consisting of two to three questions intended to stimulate well thought-out arguments that require synthesizing the material discussed in the lectures, readings, and class discussions.
2. **Class Participation: 10%**
   **Grades will be earned based on attendance, on class participation, and on completion of in-class exercises**

**COURSE CALENDAR**

| Week 1 | Introduction | Syllabus review, survey on poverty in America |
|---|---|---|
| Week 2 | Schiller, B.R. (2008). Views of inequality and poverty. In *The economics of poverty and discrimination*, pp. 1-17. Saddle River, New Jersey: Prentice Hall.<br><br>Sen, A. (1999), Introduction and Poverty as | What is Poverty: Concepts, Definitions, Measures of Poverty and Inequality |

| | | |
|---|---|---|
| | capability deprivation. In *Development as Freedom*, pp. 3-12, 87-110. New York: Oxford University Press.<br><br>Narayan, D. (1999) Definitions of the poor. In *Voices of the Poor: Volume 1*, pp. 30-64. Washington, D.C.: World Bank Publications.<br><br>Schiller, B.R. (2008). Counting the poor. In *The economics of poverty and discrimination*, pp. 36-66. Saddle River, New Jersey: Prentice Hall. | |
| Week 3 | *Readings:* Burtless, G. &. Smeeding, T. (2001) The level, trend, and composition of poverty, pp. 27-69. In S.H. Danziger and R.H. Haveman (Eds.) *Understanding Poverty*. Cambridge, MA: Harvard University Press.<br><br>Seccombe, K. (2000). Families in poverty in the 1990s: Trends, causes, consequences, and lessons learned. *Journal of Marriage and the Family*, 62, 1094-1113.<br><br>Corcoran, M. (1995). Rags to rags: Poverty and mobility in the United States.*Annual Review of Sociology, 21*, 237-267.<br><br>Rank, M., & Hirschl, T. (1999). The likelihood of poverty across the American adult lifespan. *Social Work, 44*(3), 201-216. | Poverty Trends |
| Week 4 | Readings:<br>Blank, R.M. (1998).The changing face of poverty, pp. 13-51. In *It takes a nation: A new agenda for fighting poverty*. New York : Russell Sage Foundation<br><br>Conley, D. (2003). Being Black, living in the red: Race, wealth, and social policy in America, pp. 83-95. In *Wealth and poverty in America: A Reader.* Boston, MA: Blackwell Publishing.<br><br>MacLeod, J. (2003) Ain't no making it: Aspirations and attainment in a low-income neighborhood. In *Wealth and poverty in America: A Reader.* Boston, MA: Blackwell Publishing.<br><br>Corcoran, M. (2001) Mobility, persistence, and the consequences of poverty for children: Child and adult outcomes, pp. 127- | Demographics of Poverty |

| | 161. In S. Danziger and R. Haveman (Eds). *Understanding Poverty.* Cambridge, MA: Harvard University Press<br><br>Hernandez, D.J. (2004) Demographic change and life circumstances of immigrant families. *Future of Children* 14(2): 17-25. | |
|---|---|---|
| **Week 5** | Readings:<br>Nadel, W., & Sagawa, S. (2002) America's forgotten children: Child poverty in rural America. , pp. 15-39, *A report to the nation by Save the Children.* Westport, CT: Save the Children.<br><br>Slack, T., & Jensen, L. (2002). Race, ethnicity, and underemployment in nonmetropolitan America: A 30-Year Profile. *Rural Sociology,* 67(2): 208–233.<br><br>Lichter, D. & Jensen, L. (2002), Rural America in transition: Poverty and welfare at the turn of the twenty-first century." in B.A. Weber, G.J. Duncan, and E. Whitener (Eds.), *Rural dimensions of welfare reform: Welfare, food assistance, and poverty in rural America.* Kalamazoo, MI: UpJohn Institute.<br><br>Snyder, A. and McLaughlin, D. (2004). Female-headed families and poverty in rural America. *Rural Sociology, 69* (1):127-149. | Poverty in Rural America |
| **Week 6** | Iceland, J. (2003). Why poverty remains high: The role of income growth, economic inequality, and changes in family structure, 1994-1999." *Demography, 40* (3):499-519.<br><br>Smeeding, T. M. (2005). Public policy, economic inequality, and poverty: The United States in comparative perspective." *Social Science Quarterly, 86,* 955-983.<br><br>Hacker, J.S. (2006). The new economic insecurity, pp. 11-34. In *The Great Risk Shift.* New York: Oxford University Press. | Economic Growth and Inequality<br><br>Signature Assignment #1 due: Demographic Brief |
| **Week 7** | Murray, C. (1984), Incentives to fail I: Maximizing short-term gains, pp. 154-166. In *Losing ground: American social policy 1950-1980.* New York: Basic Books<br><br>Karoly, L. (2001). Investing in the future: Reducing poverty through human capital investments, pp. 314-356. In S.H. Danziger | EXPLANATIONS OF POVERTY<br><br>Theories of Poverty: Individual and Cultural |

| | | |
|---|---|---|
| | and R.H. Haveman (Eds.) *Understanding Poverty*. Cambridge, MA: Harvard University Press.<br><br>Lewis, O. (1966) The culture of poverty. *Scientific American 215* :19-25<br><br>Ludwig, J. & Mayer, S. (2006). Culture and the intergenerational transmission of poverty: The prevention paradox. *The Future of Children,16* (2): 175-196. | |
| **Week 8** | Readings: Rank, M. (2004) Poverty as a structural failing. In *One nation underprivileged,* pp. 49-84. New York: Oxford University Press.<br>Wright, E. (1994). A class analysis of poverty. In *Interrogating inequality: Essays on class analysis, socialism and Marxism*, pp. 32-50 London: Verso.<br>Gans, H. (1972). The positive functions of poverty. *American Journal of Sociology, 78* (2): 275- 289.<br>Quigley, W.P. (2003). The extent of unemployment and underemployment and The working poor. In *Ending poverty as we know it: Guaranteeing a right to a job at a living wage*, pp. 55-67, and pp. 71-84. Philadelphia: Temple University Press.<br>Wilson, W. J. (1996) The meaning and significance of race: Employers and inner-city workers. In *When work disappears: The world of the new urban poor*, pp. 51-86, 111-146. New York: Alfred A. Knopf, Inc. | Theories of Poverty: Structural |
| **Week 9** | Readings: Shirk, M., Bennett, N G., & Aber, J. L (1999). *Lives on the line: American families and the struggle to make ends meet.* Boulder, CO: Westview Press: Louisville, Kentucky, pp. 109-130 and Belzoni, Mississippi, pp.201-222.<br>Holzer, H.J., Schanzenbach, D. W., Duncan,G.J., and Ludwig, J. (2007). *The economic costs of poverty in the United States: Subsequent effects of children growing up poor.* Washington, D.C.: Center for American Progress, pp. 1-21, 2007.<br><br>Seccombe, K. (2002), Beating the odds vs. changing the odds: Poverty, resilience, and family policy. *Journal of Marriage and the Family* 64(2): 384-394. | EFFECTS OF POVERTY<br><br>Consequences of Poverty |

| | Massey, D.S. (1996). The age of extremes: Concentrated affluence and poverty in the twenty-first century. *Demography*, 33 (4) 395-412. | |
|---|---|---|
| **Week 10** | Readings: Tickamyer, A., Henderson, D. & Tadlock, B. (2007). Does welfare reform work in rural America? A 7-year follow-up. *University of Kentucky Center for Poverty Research Discussion Paper Series*, DP2007-06.<br><br>Blank, R.M. (2007). Improving the safety net for single mothers who face serious barriers to work. *The Future of Children 17*(2): 183-197<br><br>Danziger, S. and Johnson, R. (2004). From welfare to the low-wage labor market. *Russell Sage Foundation Forum on the Future of Work.*<br><br>Johnson, R. and M. Corcoran (2003).The road to economic self-Sufficiency: Job quality and job transition patterns after welfare reform. *Journal of Policy Analysis and Management 22*(4): 615-639. | APPROACHES TO POVERTY REDUCTION<br><br>The Welfare System |
| **Week 11** | Readings:<br>McLanahan, S., & Sandefur, G.(1994) *Growing up with a single parent: What hurts, what helps, pp. 64-78.*<br><br>McLanahan, S. (2004), Diverging destinies: How children are faring under the second demographic transition. *Demography, 41*(4), 607-627.<br><br>Amato, P., & Maynard, R. (2007). Decreasing nonmarital births and strengthening marriage to reduce poverty. *The Future of Children, 17* (2): 117-141, 2007.<br><br>Greenberg, M. (2007) Next steps for federal child care policy." *The Future of Children 17*(2): 73- 96. | Family Structure and Well-being<br><br>Signature Assignment #2 due: Competing poverty perspectives and policy |
| **Week 12** | Readings:<br>East, J. (2000). Empowerment through welfare-rights organizing: A feminist perspective. *Affilia 15* (2), 311-328.<br><br>Sachs, J. (2005). On-the-ground solutions for ending poverty, pp. 226-43. In *The end of poverty: Economic possibilities for our time.* | Community Empowerment and Development |

| | New York: Penguin Books. Smith, S.C. (2005). Community empowerment and development, pp. 139-154. In *Ending global poverty: A guide to what works.* New York: Palgrave. Gertner, J. (January 15, 2006). What is a living wage? *New York Times Magazine.* | |
|---|---|---|
| Week 13 | **Readings:** Schiller, B.R. (2008). Employment policies. In *The economics of poverty and discrimination*, pp. 277-297. Saddle River, New Jersey: Prentice Hall. Berlin, G.L. (2007). Rewarding the work of individuals: A counterintuitive approach to reducing poverty and strengthening families. *The future of children, 17* (2): 17-42 | Employment Policies |
| Week 14 | **Readings:** Sherraden, M. (2001). Asset-building policy and programs for the poor. In T.M. Shapiro and E.N. Wolff (Eds.) *Assets for the poor: The benefits of spreading asset ownership*, pp. 302-323. New York: Russell Sage Foundation Nam,Y., Ratcliffe, C. and McKernan S.M. (2008). Effects of asset tests and IDA programs, Lerman, R.L. & McKernan, S.M. (2008). Benefits and consequences of holding assets. In S.M. McKernan & M. Sherraden, M. (Eds.). *Asset building and low-income families.* Washington: Urban Institute Press. | Asset policies |
| Week 15 | Course Wrap-up | Reflections, exit survey on poverty in America, evaluations Final 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. <u>**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.**</u> (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 <u>every</u> 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!**

<u>Introduction/Definition</u>: 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).

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Course Number and Prefix: SW 721                Date: 10/7/10

Instructor Name: Psyche Southwell

Instructor Email: p.southwell@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☐          Interactive Video ☐          Hybrid ☒

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| | *Curriculum and Instruction* |
|---|---|
| 1. | 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? <br><br> Instructor is available via email or phone; DL staff will be consulted for Blackboard assignments |
| 2. | 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. <br><br> All texts, course objectives and learning outcomes are the same as for full face-to-face course delivery |
| 3. | 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. <br><br> Blackboard technology will be used to post course materials, but fewer than 50% of class periods will be face-to-face |
| 4. | 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? <br> No <br><br> If yes, which percentage, and which program(s)? |

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

Revised 8/09

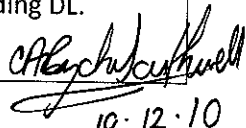# Distance Learning Form

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| | | |
|---|---|---|
| | *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. | |
| 5. | 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?<br><br>The course is being offered in a hybrid model; fewer than 50% of class periods will be face-to-face | |
| | *Library and Learning Resources* | |
| 6. | How do course requirements ensure that students make appropriate use of learning resources?<br><br>The academic requirements are the same for the face-to-face and hybrid versions | |
| 7. | Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.<br><br>Students will have access to the same materials as the fully face-to-face course students | |
| | *Student Services* | |
| 8. | 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/)?<br><br>This information will be included in syllabi for hybrid courses | |
| 9. | Will the course be delivered via services available through the Teaching and Academic Support Center?<br><br>Yes  ☒<br><br>No  ☐<br><br>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. | |

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

Revised 8/09

# Distance Learning Form

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| 10. | Does the syllabus contain all the required components, below?  ☒ Yes |
|---|---|
| | ☐ Instructor's *virtual* office hours, if any. |
| | ☐ The technological requirements for the course. |
| | ☐ 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). |
| | ☐ Procedure for resolving technical complaints. |
| | ☐ Preferred method for reaching instructor, e.g. email, phone, text message. |
| | ☐ Maximum timeframe for responding to student communications. |
| | ☐ Language pertaining academic accommodations: |
| |    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." |
| | ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) |
| |    o Carla Cantagallo, DL Librarian |
| |    o Local phone number:  859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) |
| |    o Email: dllservice@email.uky.edu |
| |    o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16 |
| 11. | I, the instructor of record, have read and understood all of the university-level statements regarding DL. |
| | Instructor Name: Psyche Southwell       Instructor Signature: *Psyche Southwell*  10·12·10 |

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