

# NEW COURSE FORM

<b>1.</b>	<b>General Information.</b>															
a.	Submitted by the College of: Social Work <span style="float: right;">Today's Date: 10/11/10</span>															
b.	Department/Division: Social Work															
c.	Contact person name: Janet Ford, DGS <span style="margin-left: 100px;">Email: jpford01</span> <span style="float: right;">Phone: 7-6660</span>															
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval OR <input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup> : Fall 2012															
<b>2.</b>	<b>Designation and Description of Proposed Course.</b>															
a.	Prefix and Number: SW 724															
b.	Full Title: Assessment and Treatment Planning in Social Work															
c.	Transcript Title (if full title is more than 40 characters): SW Assessment															
d.	To be Cross-Listed <sup>2</sup> 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 <sup>3</sup> for each meeting pattern type.															
	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">X Lecture</td> <td style="width: 20%;">_____ Laboratory<sup>1</sup></td> <td style="width: 20%;">_____ Recitation</td> <td style="width: 20%;">_____ Discussion</td> <td style="width: 20%;">_____ Indep. Study</td> </tr> <tr> <td>_____ Clinical</td> <td>_____ Colloquium</td> <td>_____ Practicum</td> <td>_____ Research</td> <td>_____ Residency</td> </tr> <tr> <td>_____ Seminar</td> <td>_____ Studio</td> <td colspan="3">_____ Other – Please explain: _____</td> </tr> </table>	X Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
X Lecture	_____ Laboratory <sup>1</sup>	_____ 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? <span style="float: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></span>															
	If YES: Maximum number of credit hours: _____															
	If YES: Will this course allow multiple registrations during the same semester? <span style="float: right;">YES <input type="checkbox"/> NO <input type="checkbox"/></span>															
i.	Course Description for Bulletin: This course is designed to prepare the social worker to conduct structured, semi-structured and observational clinical assessments of adults, children, families and groups. Special attention will be paid to diagnostic assessments, substance															

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

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

<sup>3</sup> 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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use evaluations, lethality assessments, motivational interviewing, and other evidence-based and evidence-informed approaches. This course is designed to be taken after or concurrently with the clinical decision making course.

	j. Prerequisites, if any:	Prerequisites: Admission to the clinical social work concentration; SW 718, SW 726 or concurrent.		
	k. Will this course also be offered through Distance Learning?	YES <sup>4</sup> <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.	<b>Frequency of Course Offering.</b>			
	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.	<b>Anticipated Student Demand.</b>			
	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.	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	<b>Course Relationship to Program(s).</b>			
	a. Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	_____		
	b. Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	Master of Social Work Program		
10.	<b>Information to be Placed on Syllabus.</b>			
	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 _____			

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

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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**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.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**



Course Prefix and Number: SW 724

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 <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>6</sup> 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 724 Assessment and Treatment Planning in Social Work (3 credit hours)**

Julie Cerel, Ph.D.  
627 Patterson Office Tower  
Phone: 859-257-8602

e-mail address: [julie.cerel@uky.edu](mailto:julie.cerel@uky.edu)  
Preferred method of reaching instructor: e-mail

Class time  
Class location  
Office hours:

**COURSE DESCRIPTION**

This course is designed to prepare the social worker to conduct structured, semi-structured and observational clinical assessments of adults, children, families and groups. Special attention will be paid to diagnostic assessments, substance use evaluations, lethality assessments, motivational interviewing, and other evidence-based and evidence-informed approaches. This course is designed to be taken after or concurrently with the clinical decision making course.

**Prerequisites:** Admission to the clinical social work concentration; SW 718, SW 726 or concurrent.

**COURSE OBJECTIVES**

This course will:

1. Utilize clinical decision making in selecting appropriate assessment techniques. (2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.10)
2. Employ structured, semi-structured and self-report instruments with adults, children and groups. (2.1.1, 2.1.3, 2.1.4, 2.1.6, 2.1.10)
3. Recognize how to tailor assessment and treatment planning models for different population subgroups. (2.1.1, 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
4. Utilize principles of differential therapeutics (2.1.3, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
5. Develop treatment goals based on empirically derived assessment techniques (2.1.3, 2.1.6, 2.1.7, 2.1.10)

**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. Apply ethical decision-making skills to issues specific to clinical social work. [2.1.2.5]
2. Identify and use knowledge of relationship dynamics, including power differentials. [2.1.2.7]
3. Engage in selective practice. [2.1.3.4]
4. Identify and articulate clients' strengths and vulnerabilities. [2.1.3.5]
5. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. [2.1.3.6]
6. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. [2.1.3.7]
7. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. [2.1.3.8]

8. Research and apply knowledge of diverse populations to enhance client well-being. [2.1.4.5]
9. Work effectively with diverse populations. [2.1.4.6]
10. Identify and use practitioner/client differences from a strengths perspective. [2.1.4.7]
11. Use the evidence-based practice process in clinical assessment and intervention with clients. [2.1.6.3]
12. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
13. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. [2.1.7.4]
14. Understand and apply knowledge, models, and research about co-morbid conditions in the assessment and treatment process. [2.1.7.5]
15. 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]
16. Collect, organize, and interpret client data. [2.1.10.b.1]
17. Assess client's strengths and limitations. [2.1.10.b.3]
18. Select appropriate intervention strategies. [2.1.10.b.5]
19. Use multidimensional bio-psycho-social-spiritual assessment tools. [2.1.10.b.6]
20. Assess clients' readiness for change. [2.1.10.b.7]
21. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. [2.1.10.b.8]
22. Select and modify appropriate intervention strategies based on continuous clinical assessment. [2.1.10.b.9]
23. Use differential and multi-axial diagnoses. [2.1.10.b.10]
24. Critically analyze and evaluate interventions. [2.1.10.d1]

### **Secondary Practice Behaviors**

1. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. [2.1.1.10]
2. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
3. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
4. Use research evidence to inform practice. [2.1.6.2]
5. Critique and apply knowledge to understand person and environment. [2.1.7.2]
6. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. [2.1.7.6]
7. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
8. Separate fact from opinion in data presentation. [2.1.10.b2]
9. Critically evaluate, select, and apply best practices and evidence-based interventions. [2.1.10.c6]
10. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. [2.1.10.c7]

### **Means**

1. Identify and practice within professional roles and boundaries. [2.1.1.3]
2. Readily identify as social work professionals. [2.1.1.7]

3. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
4. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights. [2.1.2.6]
5. Apply strategies of ethical reasoning to arrive at principled decisions. [2.1.2.4]
6. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
7. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
8. 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]
9. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
10. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences. [2.1.4.4]
11. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
12. Substantively and affectively prepare for action with clients. [2.1.10.a1]
13. Use empathy and other interpersonal skills. [2.1.10.a2]
14. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. [2.1.10.a.6]

### TEXTS AND READINGS

Jordan, C. & Franklin, C. (2003). *Clinical Assessment for Social Workers*, Chicago: Lyceum

#### Required readings (all available online or on reserve)

- Frances, A, & Clarkin, J. (1981). Differential therapeutics: A guide to treatment selection. *Hospital and Community Psychiatry*, 32(8), 537-46.
- Thomas, J. M. et al. (1997). Practice parameters for the psychiatric assessment of Infants and toddlers (0-36 months). *Journal of the American Academy of Child and Adolescent Psychiatry (JAACAP)*, 36 (10S), 21s-36s.
- Doss, A. (2005). Evidenced-based diagnosis: Incorporating diagnostic instruments into clinical practice. *JAACAP*, 44 (9), 947-952
- Gould, M.S., Greenberg, T., Velting, D. M., & Shaffer, D. (2003) Youth suicide risk and preventive interventions: A review of the past 10 years. *JAACAP*, 42 (4), 386-405.
- Miller, W. & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy*, 37(2), 129-140.
- Weller, R. A., Rooney, M. T., Fristad, M. A., & Weller, E. B. (1999). *Children's Interview for psychiatric symptoms: CHIPS*. Washington, DC. American Psychiatric Press.

Graduate Grading Scale	Grade Components	
A=90-100	Written Observations	25%
B=80-89	Written Intake Reports and Interview	30%
C=70-79	Take -home Exam	20%
E<70	Group Presentation	15%
	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](mailto:jkarnes@email.uky.edu).

## COURSE COMPONENTS

### 1. Three Signature Assignments:

- #1. **Two Written Observations: 25%** Students will observe and/or interview children and young adults and conduct assessments including a diagnostic assessment.
- #2. **Two Written Intake Reports and One Interview: 30%** Students will use structured interviews and self-report instruments to write intake interviews following a specific format.
- #3. **Group Presentation: 15%** Students in groups of 2-3 will select a psychiatric disorder or mental health problem to research; the presentation will include a video of the assessment process. Group grade will be calculated on final product and detailed account of each student's contribution to the product.

### 2. Take-home Exam: 20%

### 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

Week 1	Introduction to the class	The history and nature of assessment
Week 2	Jordan & Franklin, Chapters 1 & 2 Article: Frances & Clarkin	Clinical decision making, treatment planning  Observation 1 due
Week 3	Jordan & Franklin, Chapter 3	Quantitative clinical assessment methods
Week 4	Jordan & Franklin, Chapter 4	Standard assessment measures (reliability, validity, norms, scoring and interpretation of measures, measurement error), computer-assisted assessment  Observation 2 due
Week 5	Jordan & Franklin, Chapter 5 Article: Thomas et al.	Qualitative assessment methods; assessment of infants and toddlers: a. developmental stages b. observational assessment methods



Week 6	Jordan & Franklin, Chapter 6 Article: Gould et al.	Assessment of children and adolescents; diagnostic interviewing; interviewing parents, teachers, caregivers; introduction to diagnostic interviewing: a. types of interviews b. behavior, anxiety, mood, other (BAMO) c. interview practice
Week 7	Article: Doss (2005) ChIPS	Interviewing and after the interview, ChIPS interview, ChIPS group interviews (to be scheduled during class time and later in week)
Week 8	Jordan & Franklin, Chapter 7	Assessment of adults a. mini-mental status exam b. specific disorders  Intake report 1 due
Week 9	Jordan & Franklin, Chapter 7 Article: Miller & Rollnick	Assessment of adults (continued) a. assessment of substance abuse b. motivational interviewing c. assessment of functional impairment
Week 10	Jordan & Franklin, Chapter 8	Assessment of family systems, lethality assessment-- suicide and violence potential
Week 11	Jordan & Franklin, Chapters 9 &10	Assessing multi-stressed families, multicultural assessment  Intake report 2 due
Week 12	Jordan & Franklin, Chapter 11	Linking assessment to outcome, evaluation using single subject and group research designs
Week 13		Student presentations Take-home exam due
Week 14		Student presentations
Week 15	Course wrap-up	

### 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 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 (6<sup>th</sup> 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](http://www.uky.edu/Libraries/lib.php?lib_id=16) or contact Carla Cantagallo, DL Librarian at [dllservice@email.uky.edu](mailto: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 724	Date: 10/7/10
Instructor Name: Dr. Julie Cerel	Instructor Email: julie.cerel@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

<b>Curriculum and Instruction</b>	
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> <p><small>*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.</small></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>

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

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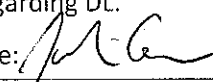
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	The course is being offered in a hybrid model; fewer than 50% of class periods will be face-to-face
<b><i>Library and Learning Resources</i></b>	
6.	How do course requirements ensure that students make appropriate use of learning resources? The academic 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. Students will have access to the same materials as the fully face-to-face course students
<b><i>Student Services</i></b>	
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 ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )? 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? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  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 Policy

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<p>10. Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li><li><input type="checkbox"/> The technological requirements for the course.</li><li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li><li><input type="checkbox"/> Procedure for resolving technical complaints.</li><li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li><li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li><li><input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><li><input type="checkbox"/> "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 <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li></ul></li><li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)<ul style="list-style-type: none"><li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li><li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li><li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li><li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li></ul></li></ul>
<p>11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Julie Cerel, Ph.D. Instructor Signature: </p>