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 726

b. Full Title: Psychopathology for Clinical Social Work

c. Transcript Title (if full title is more than 40 characters): Psychopathology II

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: This course provides the Master's level social work student an opportunity for advanced study of differential diagnostic assessment using the current edition of the Diagnostic and Statistical Manual of Mental Disorders. The course also

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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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provides an opportunity for more detailed study of the more common mental disorders seen in social work practice. In conjunction with the Decision Making Course it provides an opportunity for advanced study of clinical decision making as it pertains to current mental health assessment.

j. Prerequisites, if any: Prerequisites: SW 722, SW 702, admission to the Clinical Social Work concentration, SW 718 or concurrent.

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.

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

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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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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 726

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	*[signature]* 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.

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UNIVERSITY OF KENTUCKY
College of Social Work

SW 726 Psychopathology for Clinical Social Work (3 credit hours)

Carlton D. Craig, Ph.D., DCSW
661 Patterson Office Tower
Phone: 859-257-6657
e-mail address: carlton.craig@uky.edu
Preferred method of reaching instructor: email or office visits

Class time
Class location
Office hours: By appointment

COURSE DESCRIPTION
This course provides the Master's level social work student an opportunity for advanced study of differential diagnostic assessment using the current edition of the Diagnostic and Statistical Manual of Mental Disorders. The course also provides an opportunity for more detailed study of the more common mental disorders seen in social work practice. In conjunction with the Decision Making Course it provides an opportunity for advanced study of clinical decision making as it pertains to current mental health assessment. **Prerequisites:** SW 722, SW 702, admission to the Clinical Social Work concentration, SW 718 or concurrent.

COURSE OBJECTIVES
This course will:

1. Develop an advanced understanding of differential diagnosis using DSM-IV-TR decision making trees. (2.1.3, 2.1.7, 2.1.10)
2. Develop an advanced critique of the DSM-IV-TR assessment heuristic using other decision making heuristics. (2.1.2, 2.1.3, 2.1.7, 2.1.9)
3. Develop an understanding of the complications of dual diagnosis and comorbidity to differential diagnosis. (2.1.3, 2.1.7, 2.1.9)
4. Develop an understanding of how culture can influence differential diagnosis. (2.1.3, 2.1.4)
5. Develop an understanding of how other decision making heuristics may be used as an alternative, in conjunction with, or in support of DSM-IV-TR diagnosis. (2.1.7, 2.1.10)
6. Provide opportunities to practice advanced diagnostic skills. (2.1.1, 2.1.3, 2.1.7)
7. Provide an opportunity to explore specific mental health disorders in more depth. (2.1.1, 2.1.7)
8. Develop self-confidence in the student learner regarding differential diagnostic assessment and clinical decision making. (2.1.1, 2.1.2, 2.1.7)

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

Primary Practice Behaviors
1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]

2. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. [2.1.3.6]
3. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. [2.1.3.7]
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. Work effectively with diverse populations. [2.1.4.6]
6. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
7. Critique and apply knowledge to understand person and environment. [2.1.7.2]
8. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. [2.1.7.3]
9. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. [2.1.7.4]
10. Understand and apply knowledge, models, and research about co-morbid conditions in the assessment and treatment process. [2.1.7.5]
11. Continuously discover, appraise, and attend to contextual changes [2.1.9.1]
12. 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]
13. Use multidimensional bio-psycho-social-spiritual assessment tools. [2.1.10.b.6]
14. Use differential and multi-axial diagnoses. [2.1.10.b.10]

Secondary Practice Behaviors
1. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
2. Understand and identify professional strengths, limitations and challenges. [2.1.1.9]
3. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being. [2.1.2.8]
4. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
5. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. [2.1.7.6]
6. Collaborate with other professionals to coordinate treatment interventions. [2.1.10.C.8]

Means
1. Readily identify as social work professionals. [2.1.1.7]
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. 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]
5. Collect, organize, and interpret client data [2.1.10.b.1]

TEXTS

2

American Psychiatric Association. (2000). *DSM-IV-TR: Diagnostic and statistical manual of mental disorders* (4th ed.) Text Revision. Arlington, VA: American Psychiatric Association.

First, M.B., Frances, A., and Pincus, H.A. (2002) *DSM-IV-TR handbook of differential diagnosis.* Arlington, VA: American Psychiatric Publishing.

Morrison, J. (2006). *Diagnosis made easy: Principles and techniques for mental health clinicians.* New York, NY: Guilford Press.

Graduate Grading Scale	Grade Components	
A=92-100	Midterm exam	20%
B=78-91	Final exam	20%
C=70-77	Case Study 1	10%
E<70	Case Study 2	15%
	Case Study 3	20%
	Group Seminar	10%
	Attendance and Participation	5%

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. **Two exams: 40%.** Mid-term and final exams each worth 20%.
2. **Three signature assignments:** Students will develop case studies of children or adolescents and adults with narratives describing Axis I and Axis II diagnoses with accompanying case history information to be reviewed by a panel of 3 students.
   #1. Case study 1: 10%
   #2. Case study 2: 15%
   #3. Case study 3: 20%
3. **Group seminar: 10%.** Students will be assigned to groups of 3 or 4 to do in-class exercises involving diagnostic assessments and/or review of academic journal articles discussing differential diagnosis and cultural issues related to diagnosis. Individual and group work on exercises will be evaluated.
4. **Class participation: 5%**
   Grades will be earned based on attendance, on class participation, and on completion of in-class exercises.

COURSE CALENDAR

Week 1	Introduction to class DSM-IV TR readings for each week's topic	Course overview
Week 2	Morrison et al., Introduction, Chapters 1-4 First et al., Chapter 1, pp. 1-14, Chapter 2, pp. 15-16, 29-31	Diagnostic method, differential diagnosis step-by-

	Articles: Glenn, E., Bihm, E. M., & Lammers, W. (2003). Depression, anxiety, and relevant cognitions in persons with mental retardation. *Journal of Autism & Developmental Disorders, 33*(1), 69-77. Lumley, V. A., McNeil, C. B., Herschell, A., Bahl, A. B. (2002). An examination of gender differences among young children with disruptive behavior disorders. *Child Study Journal, 32*(2), 89-101.	step, decision trees, decision tree for behavior problems in a child or adolescent.
Week 3	Morrison, Chapters 5-7, pp. 301-302 First et al., pp. 97-99, 73-77, 57-59 Articles: Archbold, K. H. (2006). Sleep Disorders and Attention-Deficit Hyperactivity Disorder in Children: A Missing Differential Diagnosis. *Journal of the American Psychiatric Nurses Association, 12*(4), 216-224. Kibria, G., & Miller, L. (2003). Comorbidity of Attention Deficit Hyperactivity Disorder in Adults. *Educational Research Quarterly, 27*(1), 24-27.	Diagnostic principles, coping with uncertainty, multiple diagnoses, ADHD, poor school performance
Week 4	Morrison, Chapters 8-10 Article: Matson, J. L., Nebel-Schwalm, M., & Matson, M. L. (2007). A review of methodological issues in the differential diagnosis of autism spectrum disorders in children. *Research in Autism Spectrum Disorders, 1*(1), 38-54.	Understanding the whole patient, physical illness and mental diagnosis, mental status exam, autism spectrum in children
Week 5	First et al., pp. 36-40 Articles: Agras, W. S., Crow, S., Mitchell, J. E., Halmi, K. A., & Bryson, S. (2009). A 4-year prospective study of eating disorder NOS compared with full eating disorder syndromes. *International Journal of Eating Disorders, 42*(6), 565-570. Fairburn, C. (2003). Cognitive behavior therapy for eating disorders: A "transdiagnostic" theory and treatment. *Behaviour Research & Therapy, 41*(5), 509-528.	Eating disorders
Week 6	First et al., pp 79-81, 69-71 Articles: Bloom, H., Imran, A., Alessi, C., Ancoli-Israel, S., Buysse, D., Kryger, M. H., . . .Zee, P. C. (2009). Evidence based recommendations for the assessment and management of sleep disorders in older persons. *Journal of the*	Sleep disorders Signature Assignment #1 due: case study

	American Geriatrics Society, 57(5), 761-789. Harvey, A. (2009). A trandiagnostic approach to treating sleep disturbance in psychiatric disorders. *Cognitive Behaviour Therapy, 38* (supplement 1), 35-42 Harvard Medical School. (2009). Sleep and mental health. *Harvard Mental Health Letter, 21*(1), 1-3. Saunamaki, T., & Jehkonen, M. (2006). A review of executive functions in obstructive sleep apnea syndrome. *Acta Neurologica Scandinavica, 115*, 1-11. DOI: 10.1111/j.1600-0404.2006.00744.x	
Week 7	Morrison, pp. 127-163. First et al., pp. 60-63 Article: Watson, D., O'Hara, M. W., & Stuart, S. (2008). Hiearchical structures of affect and psychopathology and their implications for the classification of emotional disorders. *Depression and Anxiety, 25*, 282–288.	Depression and mania
Week 8	Morrison, pp. 164-181. First et al., pp. 25-27, 88-91 Articles: Moutier, C. Y., & Stein, M. B. (1999). The history, epidemiology, and differential diagnosis of social anxiety disorder. *Journal of Clinical Psychiatry, 60*(suppl 9), 4-8. Sullivan, T. P., Fehon, D.C., & Andres-Nyman, R. C. (2006). Differential Relationships of childhood abuse and neglect subtypes to PTSD symptom clusters among adolescent inpatients. *Journal of Traumatic Stress, 19*(2), 229-239	Anxiety and fear, panic attacks, PTSD MIDTERM EXAM
Week 9	Morrison, pp. 182-183. First et al., pp. 33-35, 52-55, 64-67, 41-45 Articles: Manepalli, J. N., Gebretsadik, M., Hook, J., & Grossberg, G. T. (2007). Differential diagnosis of the older patient with psychotic symptoms. *Primary Psychiatry, 14*(8), 55-62. Zisook, S., McAdams, L. A., Kuck, J., Harris, M. J. , Bailey, A., Patterson, T. L., Judd, L.L., & Jeste, D. V. (1999). Depressive symptoms in schizophrenia. *American Journal of Psychiatry, 156*, 1736-1743.	Psychosis, catatonia, hallucinations, delusions, schizophrenia
Week 10	Morrison, pp. 213-234 First et al., pp. 84-85 Article:	Memory impairment, dementia

	Braaten, A. J., Parsons, T. D., McCue, R., Sellers, A., & Burns, W. J. (2006). Neurocognitive differential diagnosis of dementing diseases: Alzheimer's dementia, vascular dementia, frontotemporal dementia, and major depressive disorder. *International Journal of Neuroscience, 116*(11), 1271-1293. DOI: 10.1080/00207450600920928	Signature Assignment #2 due: case study
Week 11	Morrison, pp. 235-247 First et al., pp. 120-123, 101-103	Substance misuse and other addictions, psychomotor retardation
Week 12	Morrison, Chapter 16, pp. 248-266 First et al., pp. 104-107 Articles: Kernberg, O. (2001). The suicidal risk in severe personality disorders: Differential diagnosis and treatment. *Journal of Personality Disorders, 15*(3), 195-208. Benjamin, L. (2001). Commentary on the suicidal risk in severe personality disorders: Differential diagnosis and treatment. *Journal of Personality Disorders, 15*(3), 209-211. Paris, J. (2001). Commentary on the suicidal risk in severe personality disorders: Differential diagnosis and treatment. *Journal of Personality Disorders, 15*(3), 212-215.	Personality and relationship problems, self-mutilation, suicidal risk in severe personality disorders
Week 13	Morrison, Chapter 17, pp. 267-276 First et al., pp. 112-115, 17-19 Articles: Bernes, K. B., & Bardick, A. D. (2007). Conducting adolescent violence risk assessment: A framework for school counselors. *Professional School Counseling, 10*(4), 419-427. Bradford, J. M. (2008). Violence and mental disorders. *Canadian Journal of Psychiatry, 53*(10), 635-636. Dennis, M. S., Wakefield, P., Molloy, C., Andrews, H., & Friedman, T. (2007). A study of self-harm in older people: Mental disorders, social factors and motives. *Aging & Mental Health, 11*(5), 520-525. DOI: 10.1080/13607860601086611 Kirisci, L., Tarter, R., & Reynolds, M. (2009). The Violence Proneness Scale of the DUSI-R predicts adverse outcomes associated with	Suicide, violence, decision tree for suicidal ideation or attempt, decision tree for aggressive behaviors

	substance abuse. *American Journal of Addictions, 18*(2), 173-177. Miller, D. N., & Eckert, T. L. (2009). Youth suicidal behavior: An introduction and overview. *School Psychology Review, 38*(2), 153-167. Perry, A. E., & Gilbody, S. (2009). Detecting and predicting self-harm behaviour in prisoners: A prospective psychometric analysis of three instruments. *Social Psychiatry & Psychiatric Epidemiology, 44*(10), 853-861. Pfeiffer, P. N., Ganoczy, D., Ilgen, M., Zivin, K., & Valenstein, M. (2009). Comorbid anxiety as a suicide risk factor among depressed veterans. *Depression & Anxiety, 26*(8), 752-757. DOI: 10.1002/da.20583	
Week 14	First et al., pp. 108-111 Artilces: Araujo, A. B., Mohr, B. A., & Mckinlay, J. B. (2004). Changes in sexual function in middle-aged and older men: Longitudinal data from the Massachusetts male aging study. *Journal of the American Geriatric Society, 52*(9), 1502-1509. Balon, R. (2008). The DSM criteria of sexual dysfunction: Need for a change. *Journal of Sexual and Marital Therapy, 34*(3), 186-197. Harvard University. (2008). Dealing with sexual side effects. Harvard Mental Health Letter, 24(11), 1. Leonard, L. M., Iverson, K. M., & Follette, V. M. (2008). Sexual functioning and sexual satisfaction among women who report a history of childhood and/or adolescent sexual abuse. *Journal of Sex and Marital Therapy, 34*(5), 375-384. Nobre, P. J., & Pinto-Gouveia, J. (2008). Cognitive and emotional predictors of female sexual dysfunctions: Preliminary findings. *Journal of Sexual & Marital Therapy, 34*(4), 325-342 O'Sullivan, L. F., & Majerovich, J. (2008). Difficulties with sexual functioning in a sample of male and female late adolescent and young adult university students. *Canadian Journal of Human Sexuality, 17*(3), 109-121.	Sexual function and dysfunction Signature Assignment # 3 due: case study.
Week 15	Class wrap up.	FINAL EXAM

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)
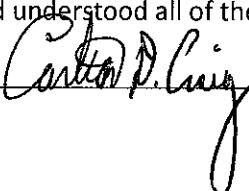
Distance Learning Form

This form must accompany <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).

Course Number and Prefix: SW 726   Date: 10/7/10

Instructor Name: Dr. Carlton Craig

Instructor Email: carlton.craig@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 ☒

	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? 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. 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. 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? No 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

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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? 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? 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
	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/)? 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 ☒ No ☐ 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.

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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: Carlton Craig, Ph.D. *Carlton D. Craig* 10/11/2010 Instructor Signature:

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

Revised 8/09