

NEW COURSE FORM

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|---|---|--|-------------------------------------|------------------------------|--|
| 1. General Information. | | | | | |
| a. | Submitted by the College of: Social Work | | Today's Date: 10/11/10 | | |
| b. | Department/Division: Social Work | | | | |
| c. | Contact person name: Janet Ford, DGS | Email: jpford01 | Phone: 7-6660 | | |
| d. | Requested Effective Date: <input type="checkbox"/> Semester following approval OR <input checked="" type="checkbox"/> Specific Term/Year ¹ : Spring 2013 | | | | |
| 2. Designation and Description of Proposed Course. | | | | | |
| a. | Prefix and Number: SW 733 | | | | |
| b. | Full Title: Community-informed Organizational Interventions | | | | |
| c. | Transcript Title (if full title is more than 40 characters): Community Interventions | | | | |
| d. | To be Cross-Listed ² with (Prefix and Number): _____ | | | | |
| e. | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type. | | | | |
| | X Lecture | _____ Laboratory ¹ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| f. | Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail | | | | |
| g. | Number of credits: 3 | | | | |
| h. | Is this course repeatable for additional credit? | | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES: Maximum number of credit hours: _____ | | | | |
| | If YES: Will this course allow multiple registrations during the same semester? | | | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| i. | Course Description for Bulletin: | This course is an advanced Master's level class designed to explore the organizational context for creating change in communities. Students will be introduced to practice behaviors related to designing programs that respond to | | | |

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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changing community demographics and needs and that promote inclusion of diverse community constituencies. The course emphasizes using community-based data and assessments and reflective learning models to evaluate programming and design program modifications and innovations that will benefit the community.

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|------------|--|--|--|---------------------------------|
| j. | Prerequisites, if any: | Prerequisites: SW, 721; SW 737; SW 701 or concurrent | | |
| k. | Will this course also be offered through Distance Learning? | YES ⁴ <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| l. | Supplementary teaching component, if any: | <input type="checkbox"/> Community-Based Experience | <input type="checkbox"/> Service Learning | <input type="checkbox"/> Both |
| 3. | Will this course be taught off campus? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| 4. | Frequency of Course Offering. | | | |
| a. | Course will be offered (check all that apply): | <input type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| b. | Will the course be offered every year? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If NO, explain: | _____ | | |
| 5. | Are facilities and personnel necessary for the proposed new course available? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If NO, explain: | _____ | | |
| 6. | What enrollment (per section per semester) may reasonably be expected? | 20 | | |
| 7. | Anticipated Student Demand. | | | |
| a. | Will this course serve students primarily within the degree program? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| b. | Will it be of interest to a significant number of students outside the degree pgm? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, explain: | _____ | | |
| 8. | Check the category most applicable to this course: | | | |
| | <input 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. | Course Relationship to Program(s). | | | |
| a. | Is this course part of a proposed new program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, name the proposed new program: | _____ | | |
| b. | Will this course be a new requirement ⁵ for ANY program? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If YES ⁵ , list affected programs: | Master of Social Work Program | | |
| 10. | Information to be Placed on Syllabus. | | | |
| a. | Is the course 400G or 500? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |

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:

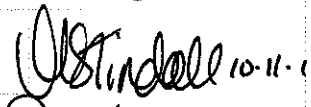
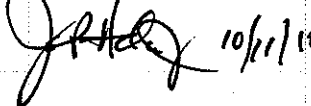
Course Prefix and Number: SW 733

Proposal Contact Person Name: Janet Ford, DGS Phone: 7-6660 Email: jpford0@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|---|---------------|--|--|
| College of Social Work Curriculum Committee | 3/22/10 | Michele Tindall, Chair / 7-2483 / cmstat00@uky.edu |  10-11-10 |
| College of Social Work Faculty | 4/19/10 | James Adams, Dean / 7-6654 / j.p.adams@uky.edu |  10/11/10 |
| | | / / | |
| | | / / | |
| | | / / | |

External-to-College Approvals:

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

Comments:

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

UNIVERSITY OF KENTUCKY
College of Social Work

SW 733 Community-informed Organizational Interventions (3 credit hours)

Patty Cook-Craig, Ph.D.
629 Patterson Office Tower
Phone: 859-323-7407

e-mail address: patty.cook@uky.edu

Preferred method of reaching instructor: e-mail

Class time
Class location
Office hours

COURSE DESCRIPTION

This course is an advanced Master's level class designed to explore the organizational context for creating change in communities. Students will be introduced to practice behaviors related to designing programs that respond to changing community demographics and needs and that promote inclusion of diverse community constituencies. The course emphasizes using community-based data and assessments and reflective learning models to evaluate programming and design program modifications and innovations that will benefit the community. **Prerequisites: SW, 721, SW 737; SW 701 or concurrent**

COURSE OBJECTIVES

This course will:

1. Examine the role of organizations in impacting community change efforts. (2.1.1, 2.1.2, 2.1.3, 2.1.8)
2. Teach skills in utilizing community-based assessments in the design and adaptation of agency programming. (2.1.3, 2.1.6, 2.1.8, 2.1.10)
3. Examine the role of community-based organizations in responding to changing community demographics and characteristics. (2.1.9)
4. Explore the use of reflective practice techniques and models of learning in the development of agency program and practice innovations. (2.1.10)
5. Apply theories related to the development, use, and dissemination of programs and practice innovations to meet community needs. (2.1.4, 2.1.7)
6. Engage in critical assessments of current community based programming and how it responds to current demographic realities. (2.1.3, 2.1.8, 2.1.9, 2.1.10)
7. Teach skills in developing teams of professionals that can critically assess how organizational programs are responding to the needs of diverse populations. (2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.10)
8. Critically assess how organizations contribute to inclusion or exclusion of diverse populations through their programs. (2.1.3, 2.1.4, 2.1.5, 2.1.6, 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. Research and analyze the strengths and limitations of organizations, neighborhoods, and geographical communities using a variety of data sources. [2.1.3.4]
2. Communicate and collaborate effectively with diverse populations of clients, practitioners, leaders and stakeholders from other disciplines in planning and implementing organizational and community change. [2.1.3.5]
3. Demonstrate knowledge of approaches to community assessment and intervention that are culturally appropriate for work with culturally diverse, socially and economically marginalized populations. [2.1.4.5]
4. Recognize the extent to which organizations and their operations may marginalize or exclude classes of persons. [2.1.4.6]
5. Work in collaboration with researchers and evaluators to assess effectiveness of community development and intervention efforts, and organizational change efforts [2.1.6.4]
6. Apply policy skills to effectively engage in the policy processes that affect service delivery systems and that affect organizations. [2.1.8.5]
7. 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]
8. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
9. Act as change agents to promote service delivery to address the needs of distressed communities. [2.1.9.3]
10. 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]
11. Apply intervention strategies across all system levels including agency, organizations, community, or larger context. [2.1.10.c.6]
12. Develop and implement collaborative, multidisciplinary planning and intervention strategies for enhancing the effectiveness and quality of organizations and well-being of communities. [2.1.10.c.7]
13. Identify, evaluate, and select literature-based organizational and community assessments and intervention strategies. [2.1.10.c.8]
14. Critically analyze and evaluate interventions. [2.1.10.d.1]
15. Apply research skills to evaluate intervention with organizations and communities. [2.1.10.d.2]
16. Identify and apply evaluation measures for intervention with organizations and communities. [2.1.10.d.3]
17. Communicate and disseminate results in a format appropriate to the intended audience. [2.1.10.d.4]
18. Work collaboratively with researchers to assess intervention efficacy and efficacy. [2.1.10.d.5]

Secondary Practice Behaviors

1. Advocate for client access to the services of social work. [2.1.1.1]
2. Work as catalysts for social inclusion and social cohesion in at-risk communities. [2.1.4.7]
3. Advocate for human rights and social and economic justice. [2.1.5.2]
4. Advocate at multiple levels for improvements in the organizational change and policy processes that affect marginalized and vulnerable populations and at risk communities at local, national and international levels. [2.1.5.4]
5. Advocate for the minimization of disparities that diverse or marginalized populations

- may experience. [2.1.5.5]
6. Utilize foundation research skills to effectively evaluate efforts to develop and provide interventions in organizations and communities. [2.1.6.3]
 7. Utilize conceptual theoretical frameworks to guide the processes of assessment, intervention, and evaluation within the context of community based organizations and larger social institutions. [2.1.7.3]
 8. Implement evidence-based interventions with fidelity. [2.1.10.c.9]

Means

1. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
2. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts. [2.1.2.3]
3. Demonstrate an understanding of the value and ethical issues confronting social workers practicing with organizations and communities. [2.1.2.5]
4. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
5. Use research evidence to inform practice. [2.1.6.2]
6. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
7. Use empathy and other interpersonal skills. [2.1.10.a.1]
8. Prepare to effectively connect and interact with organizations and communities at multiple levels to enhance organizational and social well being. [2.1.10.a.4]
9. Collect, organize, and interpret client data. [2.1.10.b.1]

TEXTS

Gould, N., & Baldwin, M. (2004). *Social work, critical reflection and the learning organization*. Burlington, VT: Ashgate Publishing Company.

Napier, L., & Fook, J. (2000). *Breakthroughs in practice: Theorising critical moments in social work*. London: Whiting & Birch Ltd.

ADDITIONAL READINGS

A course pack of book chapters and articles listed in syllabus is 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 under the date on which they are listed in the course calendar.

REFERENCE

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association Press.

| Graduate Grading Scale | Grade Components | |
|------------------------|--|-----|
| A=92-100 | Reading reflection essays | 10% |
| B=78-91 | Agency & Community Assessment Synthesis | 30% |
| C=70-77 | Program Innovation Paper | 35% |
| E<70 | Organizational Learning Team Group Presentations | 15% |
| | 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. Reading Reflection Essays: 10%** 5 short in class reflection questions based on course readings will be administered throughout the semester.
- 2. Two Signature Assignments:**
 - #1. Agency and Community Assessment Synthesis: 30%** Students will prepare a 5-8 page paper that addresses how community needs are met by agency programming in a specific neighborhood community.
 - #2. Program Innovation Paper: 35%** Students will prepare a 12-15 page paper in the style of a grant proposal seeking funding to develop a new program to meet a community subpopulation or group or modify a program to work with a new population.
- 3. Organizational Learning Team Group Presentations: 15%** Students will work in groups to form a learning team around a question about how to develop practice innovations to solve a problem about how to apply an intervention to a new population demographic.
- 4. Class Participation: 10%**
Grades will be earned based on attendance, on class participation, and on completion of in-class exercises
Group project work will be graded on group products and a detailed description of each member's contribution to the products.

COURSE CALENDAR

| | | |
|---------------|--|--|
| Week 1 | <p>Goldberg, G. S. (1995). Theory and practice in program development: A study of the planning and implementation of fourteen social programs. <i>Social Service Review</i>, 69, 614-655.</p> <p>Netting, F. E., O'Connor, M. K., & Fauri, D. P. (2007). Planning transformative programs: Challenges for advocates in translating change processes into</p> | <p>Course Introduction; Defining types of organizational change processes</p> |
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| | effectiveness measures. <i>Administration in Social Work</i> , 31 (4), 59-81. | |
| Week 2 | Gould & Baldwin, Chapter 3 Napier & Fook, Chapter 16 Taylor, K. I. (2005). Understanding communities today: Using matching needs and services to assess community needs and design community-based services. <i>Child Welfare</i> , 84, 251-264 | The role of organizations and program development in meeting changing community needs Form group learning teams |
| Week 3 | Gould & Baldwin, Chapter 2 Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990's. <i>Journal of Management</i> , 25, 293-315. Kadushin, C. (2002). The motivational foundation of social networks. <i>Social Networks</i> , 24, 77-91. Rogers, E. M. (2002). Diffusion of prevention innovations. <i>Addictive Behaviors</i> , 27, 989-993. | The organizational context for meeting community needs; theoretical perspectives that promote program innovations : How agency-based programming can promote social exclusion |
| Week 4 | Amodeo, M., Ellis, M. A., Hopwood, J., Derman, L. (2007). A model for organizational change: Using an employee driven, multilevel intervention in a substance abuse agency. <i>Families in Society: The Journal of Contemporary Social Sciences</i> , 88, 223-232. Birkby, B. (n.d.). <i>Community readiness for strategic planning in substance abuse prevention: Literature review, conceptual framework and proposed plan</i> . Louisville: Reach of Louisville, Inc. Kentucky Office Of Drug Control Policy & Kentucky Agency for Substance Abuse Policy (2008). <i>2008 combined annual report</i> . Frankfort: Kentucky Justice and Safety Cabinet Office of Drug Control Policy. Reach of Louisville (n.d.) <i>Substance abuse in Kentucky</i> . | The impact of community change on programs: The case of substance abuse in Kentucky Group learning teams formulate questions |
| Week 5 | Childress, M. T. (2001). Aging population bodes revenue decline, spending rise. <i>Foresight</i> , 8(3). Hahn, J. A., Kushel, M. B., Bangsberg, D. | How impact of community change on programs: Trends in population aging and |

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| | R., Riley, E., & Moss, A. R. (2006). <i>Journal of General Internal Medicine</i> , 21, 775-778. Reach of Louisville (n.d.) <i>Substance abuse among the elderly population</i> . | its impact on Kentucky communities |
| Week 6 | Napier & Fook, Chapter 3 | Using community assessment and secondary data to forecast needed program changes |
| Week 7 | Napier & Fook, Chapter 10 Plested, B. A., Edwards, R. W., & Jumper-Thurman, P. (2006). <i>Community Readiness: A handbook for successful change</i> . Fort Collins, CO: Tri-Ethnic Center for Prevention Research. Simpson, D. D. (2009). Organization readiness for stage-based dynamics of innovation implementation. <i>Research on Social Work Practice</i> , 19, 541-551. | Assessing organizational readiness for change Group learning teams review evidence |
| Week 8 | Gould & Baldwin, Chapters 4, 5, 9 Napier & Fook, Chapters 1, 12 | Using learning strategies and reflective practice to solve persistent problems Signature Assignment #1 Agency and Community Synthesis Paper due |
| Week 9 | Napier & Fook, Chapter 14 Cook-Craig, P. G., & Sabah, Y. M. (2009). The role of virtual communities of practice in creating learning professionals. <i>British Journal of Social Work</i> , 39, 729-735. Sabah, Y. M., & Cook-Craig, P. G. (in press). Learning teams and virtual communities of practice: Managing evidence and expertise beyond the stable state. <i>Research on Social Work Practice</i> . | Building organizational support for needed change and development of learning teams Group learning teams formulate strategies |
| Week 10 | Napier & Fook, Chapters 2, 5, 7, 11 Cohen, B. J., & Austin, M. J. (1994). Organizational learning and change in a public child welfare agency. <i>Administration in Social Work</i> , 18, 1-19. Orthner, D. K., Cook, P. G., Sabah, Y. M., & Rosenfeld, J. M. (2006). Impact of organizational learning on after school programs: An international study. <i>Evaluation and Program Planning</i> , 29, 70-78. | Applying learning frameworks to selecting interventions |
| Week 11 | | Organizational Learning |

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| | | Team Presentations |
| Week 12 | | Organizational Learning Team Presentations |
| Week 13 | Gould & Baldwin, Chapter 8 Castro, F. G., Barrera Jr., M., Martinez Jr., C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. <i>Prevention Science</i>, 5, 41-45 | Evaluation of program adaptations and modifications |
| Week 14 | Gould & Baldwin, Chapter 6 Johnson, K., Hays, C. Center, H., Daley, C. (2004). Building capacity and sustainable prevention innovations: A sustainability planning model. <i>Evaluation and Program Planning</i>, 27, 153-149. Schneider, B., Brief, A. P., Guzzo, R. A. (1996). Creating a climate and culture for sustainable organizational change. <i>Organizational Dynamics</i>, 24(4), 7-19. | Sustainability and dissemination of practice innovations |
| Week 15 | Course Wrap Up | Signature Assignment #2 Program Innovation paper due |

COURSE POLICIES

- 1. Class Format:** Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.
- 2. Participation and Attendance:** Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

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

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

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

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

- 4. Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.
- 5. Submission of Assignments:** Papers need to be formatted according to **APA publication guidelines (6th edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

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

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

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

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

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

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

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

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

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

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

9. Limit classroom disruptions:

***** Turn off all cell phones (or put on vibrate mode) and other electronic devices and store them during class. *****

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

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

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

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

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

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;

- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.

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

Distance Learning Form

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

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

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

| | |
|---|--------------------------------------|
| Course Number and Prefix: SW 733 | Date: 10/7/10 |
| Instructor Name: Dr. Patty Cook-Craig | Instructor Email: patty.cook@uky.edu |
| <p>Check the method below that best reflects how the majority of course of the course content will be delivered.</p> <p style="text-align: center;"> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> </p> | |

| Curriculum and Instruction | |
|-----------------------------------|---|
| 1. | 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

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

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

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