UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of ___Social Work___   Date ___10/8/10___

   Department/Division offering course ___Social Work___

2. Changes proposed:
   (a) Present prefix & number ___SW 741___   Proposed prefix & number ___SW 741___

   (b) Present Title ___Family and Community Concentration Practicum II___

   New Title ___Community and Social Development Practicum I___

   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

            CSD Practicum I

   (d) Present credits: ___4___   Proposed credits: ___3___

   (e) Current lecture: laboratory ratio ___N/A___   Proposed: ___N/A___

   (f) Effective Date of Change: (Semester & Year) ___Fall 2012___

3. To be Cross-listed as: _____

            Prefix and Number   Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s)):
   In this required internship students continue to apply and refine their skills and competencies under faculty direction. Placement in a human service agency and experiential learning of 300 hours including weekly seminars. May be repeated to eight hours. Prereq: Admission into the MSW program with advanced standing. Prereq for Practicum II is Practicum I.

   (b) New description:
   Students in this course engage in learning that prepares them to practice as social workers at the advanced level in public and private settings. Students work in government and non-profit community based agencies that provide services to a wide range of individuals (e.g. children, the elderly, persons with disabilities, etc.), families, and communities. Students will integrate knowledge, skills and behaviors from prerequisite and concurrent CSD concentration courses and will be engaged in work that provides opportunities to become competent social work practitioners at the organizational and macro levels. Students will perform a variety of tasks including in-depth agency/organizational assessment, policy analysis, and review of contexts that shape practice at the organizational level. **Includes 300 hours per semester of seminar and experiential learning. Prerequisites: SW 721, 737 or concurrent. This class is to be taken concurrently with the SW 751 research course.**

   (c) Prerequisite(s) for course as changed: **Prerequisites: SW 721, 737 or concurrent. This class is to be taken concurrently with the SW 751 research course.** .

5. What has prompted this proposal?
   Changes in accreditation standards for the program; changes in the advanced concentrations. The proposed change also reflects the program plan to have all courses fit the three credit hour model, for more consistency of course and program delivery.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   This practicum will focus on macro practice with organizations and communities and will be delivered in conjunction with the advanced research course to propose an agency based project. Evaluation of the concentration program delivery will take place in the field evaluations.

7. What other departments could be affected by the proposed change?
   N/A

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?

    X Yes ☐ No

9. Will changing this course change the degree requirements in one or more programs?*
    If yes, please attach an explanation of the change.*

    Yes X No

10. Is this course currently included in the University Studies Program?
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

    ☐ Yes X No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
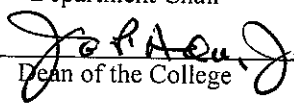
*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

12. Is this a minor change?   ☐ Yes   X   No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Janet Ford, DGS   Phone Extension: 7-6660

Signatures of Approval:

James P. "Ike" Adams
_____
Department Chair   Date

James P. "Ike" Adams
_____   10/11/10
Dean of the College   Date

                                                                              4/19/10
                                                                    Date of Notice to the Faculty

_____   _____
**Undergraduate Council   Date

_____   _____
**Graduate Council   Date

_____   _____
**Academic Council for the Medical Center   Date

_____   _____
**Senate Council   Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

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The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 3/04

UNIVERSITY OF KENTUCKY
College of Social Work

SW 741 Community and Social Development Practicum I (3 credit hours)

Beth Mills, MSW
603 Patterson Office Tower
Phone: 859-257- 9851
e-mail address: beth.mills@uky.edu
Preferred method of reaching instructor: e-mail or office visit

Class time
Class location
Office hours

COURSE DESCRIPTION:

Students in this course engage in learning that prepares them to practice as social workers at the advanced level in public and private settings. Students work in government and non-profit community based agencies that provide services to a wide range of individuals (e.g. children, the elderly, persons with disabilities, etc.), families, and communities. Students will integrate knowledge, skills and behaviors from prerequisite and concurrent CSD concentration courses and will be engaged in work that provides opportunities to become competent social work practitioners at the organizational and macro levels. Students will perform a variety of tasks including in-depth agency/organizational assessment, policy analysis, and review of contexts that shape practice at the organizational level. **Includes 300 hours per semester of seminar and experiential learning. Prerequisites: SW 721, 737 or concurrent. This class is to be taken concurrently with the SW 751 research course.**

COURSE OBJECTIVES

This course will:
1. Increase student understanding of the impact of the interaction between the individual and the environment, utilizing theories and knowledge of poverty and oppression to understand resource allocation and power and how these concepts influence groups, organizations and communities. (2.1.1, 2.1.3, 2.1.7, 2.1.8, 2.1.9, 2.1.10)
2. Provide students with opportunities to assess and intervene with organizations, groups, communities. (2.1.8, 2.1.10)
3. Help students to identify ethical dilemmas as they occur in the field setting. (2.1.2)
4. Challenge students to apply sound ethical and consistent problem-solving and decision-making skills as nascent professional social workers. (2.1.2, 2.1.3, 2.1.10)
5. Demonstrate effective use of self-refection and supervision to enhance students' personal and professional development for quality practice. (2.1.1)
6. Help students to further understand and implement key components of an evidence-based, research-informed or promising intervention within the context of the community. (2.1.3, 2.1.6, 2.1.10)
7. Allow students the opportunity to develop working relationships with diverse groups and populations-at-risk. (2.1.4, 2.1.5, 2.1.10)
8. Challenge students to demonstrate respect for all clients without regard to race, ethnicity, culture, gender, age, ability level, or sexual orientation through opportunities to confront their own biases. (2.1.1, 2.1.4, 2.1.5)
9. Require students to access the professional literature to guide intervention selection and to address challenges to effective practice. (2.1.3, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

10. Examine agency policies and programs using theoretical perspectives that allow students to examine and understand how organizations serve the needs of marginalized and vulnerable populations within the community. (2.1.7, 2.1.8)
11. Enhance and apply techniques of professional writing and communication associated with social work practice. (2.1.3)

PRACTICE BEHAVIORS (LEARNING OUTCOMES)

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

Primary Practice Behaviors

1. Identify and practice within professional roles and boundaries. [2.1.1.3]
2. Demonstrate an understanding of the value and ethical issues particular to social workers practicing with organizations and communities. [2.1.2.5]
3. Demonstrate an understanding of the ethical obligation of social work practitioners to be actively engaged in ongoing research and evaluation. [2.1.2.6]
4. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
5. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
6. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
7. Research and analyze the strengths and limitations of organizations, neighborhoods, and geographical communities using a variety of data sources. [2.1.3.4]
8. 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]
9. Recognize the extent to which organizations and their operations may marginalize or exclude classes of persons. [2.1.4.6]
10. Utilize foundations research skills to effectively evaluate efforts to develop and provide interventions in organizations and communities. [2.1.6.3]
11. Critique and apply a multi-systemic framework to understand and create change within neighborhoods, communities, community based organizations and larger social institutions, recognizing the social, economic, political, and geographic factors that influence organizational and community development. [2.1.7.4]
12. Analyze policies that advance social well being. [2.1.8.1]
13. Formulate policies that advance social well-being. [2.1.8.2]
14. Collaborate with colleagues and clients for effective policy action. [2.1.8.4]
15. Prepare to effectively connect and interact with organizations and communities at multiple levels to enhance organizational and social well-being. [2.1.10a.4]
16. Adapt, modify, and use assessment tools and approaches for work with organizations and communities. [2.1.10b.6]
17. Evaluate, select, and implement appropriate assessment instruments for use with target populations. [2.1.10b.7]

Secondary Practice Behaviors

1. Effectively use supervision and consultation. [2.1.1.6]
2. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms of mechanism and oppression. [2.1.4.2]

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3. Demonstrate knowledge of approaches to organizational and community assessment and intervention that are culturally appropriate for work with culturally diverse, socially and economically marginalized populations. [2.1.4.5]
4. Work as catalysts for social inclusion and social cohesion in at-risk communities. [2.1.4.7]
5. Advocate for human rights and social and economic justice. [2.1.5.2]
6. Engage in social work practices that advance social and economic justice. [2.1.5.3]
7. 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]
8. Advocate for the minimization of disparities that diverse or marginalized populations may experience. [2.1.5.5]
9. Use practice experience to inform scientific inquiry. [2.1.6.1]
10. Use research evidence to inform practice. [2.1.6.2]
11. 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]
12. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
13. Act as change agents to promote service delivery to address the needs of distressed communities. [2.1.9.3]
14. Lobby and advocate for policy goals and practices at the state, local or agency level to advance the well-being of vulnerable populations and distressed communities. [2.1.9.5]
15. Substantively and affectively prepare for action with clients. [2.1.10a.1]
16. Use empathy and other interpersonal skills. [2.1.10a.2]
17. Develop a mutually agreed upon focus of work and desired outcomes. [2.1.10a.3]
18. Collect organize and interpret client data. [2.1.10b.1]
19. Separate fact from opinion in data presentation. [2.1.10b.2]
20. Assess client's strengths and limitations. [2.1.10b.3]
21. Develop mutually agreed upon intervention strategies. [2.1.10b.4]
22. Select appropriate intervention strategies. [2.1.10b.5]
23. Initiate action to achieve organizational goals. [2.1.10c.1]
24. Implement prevention interventions that enhance client capacities. [2.1.10c.2]
25. Help clients resolve problems. [2.1.10c.3]
26. Negotiate, mediate, and advocate for clients. [2.1.10c.4]
27. Facilitate transitions and endings. [2.1.10c.5]

Means
1. Advocate for client access to social work services [2.1.1.1]
2. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
3. Demonstrate professional demeanor in behavior, appearance, and communication. [2.1.1.4]
4. Develop a commitment to engage in career long learning. [2.1.1.5]
5. Identify opportunities for social work involvement in formulating, changing and evaluating policies at the agency, local, state and federal level that enhance the well-being and sustainability of communities and organizations. [2.1.1.7].
6. Recognize and manage personal values so professional values guide practice. [2.1.2.1]

7. Make ethical decisions by applying standards of the NASW and other social work codes of ethics. [2.1.2.2]
8. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts. [2.1.2.3]
9. Apply strategies of ethical reasoning to arrive at principled decisions. [2.1.2.4]
10. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
11. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
12. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences. [2.1.4.4]
13. Understand forms of oppression and discrimination. [2.1.5.1]
14. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
15. Apply policy skills to effectively engage in the policy processes that affect service delivery systems and that affect organizations. [2.1.8.5]
16. 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]
17. Critique and apply knowledge to understand person and environment. [2.1.7.2]
18. Advocate for policies that advance social well-being. [2.1.8.3]
19. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
20. Act as change agents to promote quality workplace practices for all employees, especially vulnerable working populations. [2.1.9.4]
21. Respond to changing community needs by accessing new funding and engaging in resource development. [2.1.9.6]

TEXT

College of Social Work Handbook and Field Education Manual
http://www.uky.edu/SocialWork/current/field/welcome.htm
Articles or handouts will be identified by the instructor and students will have access to these via the UK Library's electronic resources or the instructor will make other arrangements for students to access readings.

NASW Code of Ethics – as ethical dilemmas may arise in the field at any time, students are required to secure a copy of the current NASW Code of ethics and have it accessible. This document is available online at www.nasw.org.

Graduate Grading Scale		Grade Components	
		Learning Agreement	5%
A = 93-100		Portfolio	5%
B = 85-92		Agency Assessment and Presentation	15%
C = 70-84		Agency Policy Analysis	15%
E = <70		Reflective Learning Paper	10%
		Field Professor Evaluation	30%
		Related Learning Experiences	10%
		Class Attendance/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. **Experiential Learning/Field Work**: Students must complete 270 hours (18 hours/week) in the placement agency. The field instructor will recommend a grade based on the work at the agency that counts for 30% of the final course grade. Students will be expected to keep a record of hours worked in the agency and submit a copy of this report, signed by the field professor, every two weeks. (Falsification of hours worked in the agency will be considered "cheating" as outlined in the University bulletin.)
2. **Learning Agreement (5%)**
3. **Signature Assignments**:
   #1. Agency Assessment and Presentation (15%)
   #2. Agency Policy Analysis (15%)
   #3. Reflective Learning Paper (10%)
   #4. Related Experience Reports (2) (10%, 5% each)
   #5. Final Portfolio, which contains all assignments and related materials (5%)
4. **Class Participation** (10%) and attendance. Students receive up to 24 hours of credit for attending the weekly seminar. Participation grades are determined by the student's active participation and preparation for the seminar.

COURSE CALENDAR

Week	Topic of discussion	To read for class/due today
1	Introduction to the CSD practicum: expectations, competencies, course overview	READ: Field Handbook
2	Getting to know your agency: the Agency Profile; The context of the organization within the community	Draft Learning Contract Due today
3	No class meeting	Initial field conferences; final learning contract is signed at this meeting. Timesheet 1
4	Presentation of Agency Profiles in Class Today	Agency Profile is Due today
5	Social Welfare Policy Practice and Community Based Social Work	
6	Ethics: Boundaries, Ethical Dilemmas, Allocation of Resources in communities	Timesheet 2

7	Mid-Term	Agency Policy Analysis is Due today
8	Using theory to inform practice in communities	Select readings as assigned
9	Social Development in the United States – examples from innovative programs	Timesheet 3 Select readings as assigned
10	Discussion based on the theoretical perspectives used in your reflective learning papers	Reflective Learning Paper Due
11	Community Engagement	RLE 1 DUE
12	Collaboration	Timesheet 4
13	Using Research and Evaluation in Practice	Handouts
14	Funding and Resources for Community Organizations	
15	No class meeting this week	Timesheet 5 Due Portfolio Due with all assignments, all timesheets, evaluations, etc. All RLEs completed at this time

Course Outline is subject to change.

COURSE POLICIES

1. **Class format:** Classes will be conducted in a seminar/lecture/discussion format. Students are to be actively engaged in the knowledge building process and are to fully participate in class work and activities. The ability to engage in critical thinking and discussion is integral 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. You may be asked to verify your absence.

- If you miss a class, you are responsible for obtaining class notes, handouts, and assignments from another class member or from the professor. **Students will need to complete an additional *2 hours* in agency work for each class absence.**

- **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 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.

- When you arrive late and do not let the professor know, the professor cannot change your grade at the end of the semester.
- **Class participation will account for 10% 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,

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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.

<u>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.</u>

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. Policy on Problems in the Practicum

__Under no circumstances can a student terminate his or her practicum! The Practicum Professor is the only person authorized to take such actions. You must discuss your problems with your Professor.__

If you have problems in your practicum of any kind, you should do the following:
a. Speak with your field instructor. Supervision sessions are very good forums to discuss problems in your practicum.
b. Alert your professor of the nature of your problems and that you have spoken with your field instructor.
c. If you cannot resolve the problem(s), or if your field instructor is not approachable, you should set up a meeting with your professor to attempt to

resolve the problem.

d. The professor will advise the student of his/her options in the situation, including the possibility of changing placements. **The professor is the only person who can make decisions about your placement including moving to another agency.**

12. **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 741   Date: 10/7/10

Instructor Name: Beth Mills

Instructor Email: beth.mills@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 the 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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	*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: Beth Mills, MSW Instructor Signature: *Beth K. Mills* 10/11/10

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