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]: Spring 2013	

2.	**Designation and Description of Proposed Course.**
a.	Prefix and Number: SW 742
b.	Full Title: SW 742 Clinical Social Work Practicum II
c.	Transcript Title (if full title is more than 40 characters): CSW Practicum 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.

_____ Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	X Practicum	_____ Research	_____ Residency
x 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 builds on the experiences and activities of SW 740. Students in this course engage in learning that prepares them to practice as clinical social workers at the advanced level. Students work in public and private agencies that provide services to a wide range of individuals (e.g. children, the elderly, persons with disabilities, etc.), families, and groups. Students will integrate knowledge, skills and behaviors from prerequisite and concurrent CSW concentration courses in field settings that provide opportunities to practice advanced clinical	

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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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social work. Students will perform a variety of tasks including clinical decision-making, assessment, treatment planning, evidence-based clinical intervention and research-informed evaluation of practice. Includes 300 hours per semester of seminar and experiential learning.

j. Prerequisites, if any: Prerequisites: SW 740, SW 750; SW 728, SW 730 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?**   15

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 ☒

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in

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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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10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)	

b.	☒	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from ***10.a*** above) are attached.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: SW 742

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]* 10/1/10
		/ /	
		/ /	
		/ /	

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 742 Clinical Social Work Practicum II (3 credit hours)

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

COURSE DESCRIPTION
This course builds on the experiences and activities of SW 740. Students in this course engage in learning that prepares them to practice as clinical social workers at the advanced level. Students work in public and private agencies that provide services to a wide range of individuals (e.g. children, the elderly, persons with disabilities, etc.), families, and groups. Students will integrate knowledge, skills and behaviors from prerequisite and concurrent CSW concentration courses in field settings that provide opportunities to practice advanced clinical social work. Students will perform a variety of tasks including clinical decision-making, assessment, treatment planning, evidence-based clinical intervention and research-informed evaluation of practice. **Includes 300 hours per semester of seminar and experiential learning. Prerequisites: SW 740, SW 750; SW 728, SW 730 or concurrent.**

COURSE OBJECTIVES:
This course will:
1. Increase student understanding of clinical decision-making and intervention, utilizing theories and knowledge of assessment, diagnosis, treatment planning, and evidence-based practice. (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 individuals, families, and groups in clinical agency settings. (2.1.1., 2.1.3, 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 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 field agency. (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. Facilitate student integration of research principles in their practicum settings in order to evaluate their work with clients. (2.1.6, 2.1.10)

11. 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)
12. 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. Demonstrate professional use of self with clients. [2.1.1.8]
2. Understand and identify professional strengths, limitations and challenges. [2.1.1.9]
3. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. [2.1.1.10]
4. Apply strategies of ethical reasoning to arrive at principled decisions. [2.1.2.4]
5. Apply ethical decision-making skills to issues specific to clinical social work. [2.1.2.5]
6. Identify and use knowledge of relationship dynamics, including power differentials. [2.1.2.7]
7. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being. [2.1.2.8]
8. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.[2.1.3.1]
9. Analyze models of prevention, assessment, intervention, evaluation [2.1.3.2]
10. Engage in selective practice. [2.1.3.4]
11. Identify and articulate clients' strengths and vulnerabilities. [2.1.3.5]
12. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. [2.1.3.6]
13. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. [2.1.3.7]
14. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. [2.1.3.8]
15. Research and apply knowledge of diverse populations to enhance client well-being. [2.1.4.5]
16. Work effectively with diverse populations. [2.1.4.6]
17. Identify and use practitioner/client differences from a strengths perspective. [2.1.4.7]
18. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and implementation. [2.1.5.4]
19. Use practice experience to inform scientific inquiry. [2.1.6.1]
20. Use research evidence to inform practice. [2.1.6.2]
21. Use the evidence-based practice process in clinical assessment and intervention with clients. [2.1.6.3]
22. Participate in the generation of new clinical knowledge through research and practice. [2.1.6.4]
23. Use research methodology to evaluate clinical practice effectiveness and/or outcomes. [2.1.6.5]
24. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. [2.1.7.3]
25. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. [2.1.7.4]
26. Understand and apply knowledge, models, and research about co-morbid conditions in the assessment and treatment process. [2.1.7.5]

27. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. [2.1.7.6]
28. Develop mutually agreed upon intervention goals and objectives. [2.1.10.b.3]
29. Select appropriate intervention strategies. [2.1.10.b.4]
30. Use multidimensional bio-psycho-social-spiritual assessment tools. [2.1.10.b.5]
31. Assess clients' readiness for change. [2.1.10.b.6]
32. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. [2.1.10.b.7]
33. Select and modify appropriate intervention strategies based on continuous clinical assessment. [2.1.10.b.8]
34. Use differential and multi-axial diagnoses. [2.1.10.b.9]
35. Use differential and multi-axial diagnoses. [2.1.10.b.10]
36. Initiate action to achieve organizational goals. [2.1.10.c.1]
37. Implement prevention interventions that enhance client capacities. [2.1.10.c.2]
38. Help clients resolve problems[2.1.10.c.3]
39. Negotiate, mediate, and advocate for clients [2.1.10.c.4]
40. Facilitate transitions and endings. [2.1.10.c.5]
41. Critically evaluate, select, and apply best practices and evidence-based interventions. [2.1.10.c.6]
42. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. [2.1.10.c.7]
43. Collaborate with other professionals to coordinate treatment interventions. [2.1.10.c.8]
44. Critically analyze and evaluate interventions [2.1.10.d.1]
45. Contribute to the theoretical knowledge base of the social work profession through practice-based research. [2.1.10.d.2]
46. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual evaluation. [2.1.10.d.3]

Secondary Practice Behaviors
1. Effectively use supervision and consultation. [2.1.1.6]
2. Recognize and manage personal values so that professional values guide practice.[2.1.2.1]
3. Make ethical decisions by applying standards of the NASW and other social work code of ethics. [2.1.2.2]
4. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights. [2.1.2.6]
5. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression. [2.1.4.2]
6. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences. [2.1.4.4]
7. Engage in social work practices that advance social and economic justice. [2.1.5.3]
8. Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations. [2.1.5.5]
9. Advocate for policies that advance social well-being. [2.1.8.3]
10. Collaborate with colleagues and clients for effective policy action. [2.1.8.4]
11. Communicate to stakeholders the implication of policies and policy change in the lives of clients. [2.1.8.5]

12. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being. [2.1.8.6]
13. Advocate with and inform administrators and legislators to influence policies that impact clients and service. [2.1.8.7]
14. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
15. Assess the quality of clients' interactions within their social contexts and the quality of mental health services available to vulnerable populations, i.e., homeless, incarcerated adults, and adults and children living in rural and urban environments. [2.1.9.3]
16. Develop intervention plans to accomplish systemic change. [2.1.9.4]
17. Work collaboratively with others to effect systemic change that is sustainable. [2.1.9.5]
18. Substantively and affectively prepare for action with client systems. [2.1.10.a.1]
19. Use empathy and other interpersonal skills. [2.1.10.a.2]
20. Develop a mutually agreed upon focus of work and desired outcomes. [2.1.10.a.3]
21. Develop a culturally responsive therapeutic relationship. [2.1.10.a.4]
22. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. [2.1.10.a.5]
23. 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]

Means
1. Advocate for client access to services of social work.[2.1.1.1]
2. Practice personal reflection and self-correction to assure continual professional development [2.1.1.2]
3. Identify and practice within professional roles and boundaries. [2.1.1.3]
4. Demonstrate professional demeanor in behavior, appearance, and communication. [2.1.1.4]
5. Develop a commitment to engage in career long learning. [2.1.1.5]
6. Readily identify as social work professionals. [2.1.1.7]
7. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts. [2.1.2.3]
8. Demonstrate effective oral and written communication in professional settings.[2.1.3.3]
9. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
10. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
11. Understand the forms and mechanisms of oppression and discrimination. [2.1.5.1]
12. Advocate for human rights and social and economic justice. [2.1.5.2]
13. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
14. Critique and apply knowledge to understand person and environment [2.1.7.2]
15. Analyze policies that advance social well-being.[2.1.8.1]
16. Formulate policies that advance social well-being. [2.1.8.2]
17. Continuously discover, appraise, and attend to contextual changes such as changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services. [2.1.9.1]
18. Collect, organize, and interpret client data. [2.1.10.b.1]

19. Assess client's strengths and limitations. [2.1.10.b.2]
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	10%
A = 93-100		Field Portfolio Assignments	30%
B = 85-92		Final Presentation	10%
C = 70-84		Field Professor Evaluation	30%
E = <70		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. **Signature Assignments**:
   #1. Field Portfolio Assignments (30%): Evidence based practice and program evaluation reports.
   #2. Final Presentation (10%)
   #3. Related Experience Reports (10%)
3. **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

	Class Topic	Sample Readings/Assignments
Week 1	Introductions, Review of Syllabus, Discuss Learning Contract	Review NASW Code of Ethics, CSWE EPAS Competencies/Practice Behaviors
Week 2	Working in an agency: Class discussion on field placements	Professional guidelines, Policy recognition, Boundaries
Week 3	Working in an agency: Class discussion on field placements	Ethical guidelines; client characteristics
Week 4	Case Discussions – Focus on Mental Health	Critical thinking and clinical judgment; evidence-based practices
Week 5	Case Discussions – Focus on Evidence-based practice	Evidence-based practices and interventions
Week 6	Case Discussions – Focus on Evidence-based practice	Examples of evidence-based interventions
Week 7	Case Discussions – Evidence-based practice	Role of diversity in use of evidence-based practices
Week 8	EBP Presentations	EBP Assignment DRAFT Due
Week 9	Case Discussions – Focus on Research and Evaluation	Critical thinking and clinical judgment; review of practice-based research and research-based practice
Week 10	Case Discussions – Focus on Research and Evaluation	Examples of mental health research/evaluation and how to evaluate the literature
Week 11	Case Discussions – Research and Evaluation	Role of diversity in development of research designs and research tools
Week 12	Research/evaluation Presentations	Research/evaluation Assignment DRAFT Due
Week 13	Guest lecture – Mental health treatment provider	Case Presentation and in-class exercise
Week 14	Guest lecture – Mental health treatment provider	Case Presentation and in-class exercise
Week 15	Class Discussion – Field Experiences	
Week 16	Final class	Final Portfolio Due: EBP and Research/evaluation Assignments

Course outline is subject to change.

COURSE POLICIES

1. Practicum Seminar:
For a description of the course and the field education model, refer to the 742 Syllabi in the Field Education Handbook.

2. Time Requirement:
Students taking 742 are required to spend a total of 300 hours in the course:
- 270 hours (18 hours per week) in the placement agency;
- 24 hours are counted for the course seminar; and
- 6 hours required for related learning experiences.

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, with each field education report. (Falsification of hours worked in the agency will be considered "cheating" as outlined in the University bulletin.)

3. 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.

4. 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% 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.

5. 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.

6. 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.

7. Submission of Assignments

Papers need to be formatted according to **APA publication guidelines (5th 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.**

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.**

8. 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.

9. 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.

To limit distractions in the classroom:

*** **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.

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:

- Utilize and apply relevant scientific evidence, standards of care, ethical and legal principles, and clinical judgment to support diagnostic and therapeutic interventions.
- Compare and contrast theories and therapeutic interventions based on the theories of psychopathology, theories of personality, characteristics of the therapist-client relationship, essential therapeutic components, and empirical evidence.

- Select from a range of therapeutic interventions to develop an action plan based on scientific rationale, evidence-based standards of care, and practice guidelines.
- Apply principles of epidemiology and demography in clinical practice by recognizing populations at risk, patterns of symptoms and disorders, and effectiveness of prevention and intervention programs.
- Demonstrate knowledge of the psychopathology and the implications for treatment by identifying first-line treatments for acute and chronic disorders and conditions commonly seen in practice.
- Identify population groups most at risk for adverse treatment outcomes due to historic, environmental, and current social and public policies and identifies the treatment approach most likely to reduce this risk.
- Use principles of ethical and legal decision making to identify and analyze dilemmas that arise in interprofessional relationships and client care.
- Understand how cultural preferences, beliefs, and traditional practices impact service delivery, and the sensitivity of various treatment approaches to issues of culture.
- Acknowledge personal biases and the influence of personal heuristics on treatment selection, and exercises control to keep these from interfering with the process of intervention planning with persons of differing beliefs and lifestyles.

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:
1. Speak with your field instructor. Supervision sessions are very good forums to discuss problems in your practicum.
2. Alert your professor of the nature of your problems and that you have spoken with your field instructor.
3. 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.
4. 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 742   Date: 10/4/10

Instructor Name: Beth Mills, MSW

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 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: Beth Mills, MSW Instructor Signature: *Beth K. Mills* 10/14/10