

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:	<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 743			
b.	Full Title: SW 743 Community and Social Development Practicum II			
c.	Transcript Title (if full title is more than 40 characters): CSD 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:	<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:	<p>This course builds on the experiences and activities of SW 741. 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</p>		

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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work that provides opportunities to become competent social work practitioners at the organizational and macro levels. Students will perform a variety of tasks including organizational and community assessment, advocacy, development and promotion of policy, research and evaluation, and development of community based interventions. Includes 300 hours per semester of seminar and experiential learning.

j. Prerequisites, if any: Prerequisites: SW 741, SW 751; SW 701, SW731, and SW 733 or concurrent.

k. Will this course also be offered through Distance Learning? YES⁴ 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 requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: Master of Social Work Program

10. Information to be Placed on Syllabus.

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

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 743

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	 10/19/10
		/ /	
		/ /	
		/ /	

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

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SW 743 Community and Social Development Practicum II (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:

This course builds on the experiences and activities of SW 741. 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 organizational and community assessment, advocacy, development and promotion of policy, research and evaluation, and development of community based interventions. **Includes 300 hours per semester of seminar and experiential learning. Prerequisites: SW 741, SW 751; SW 701, SW731, and SW 733 or concurrent.**

COURSE OBJECTIVES:

This course will:

1. Increase student understanding of the impact of the interaction between the clients, agencies, and communities, utilizing theories and knowledge of poverty and oppression to understand resource allocation and power and how these concepts influences 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-reflection 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 and to advocate for changes to improve social services. (2.1.4, 2.1.5, 2.1.8, 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. 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]
2. Demonstrate an understanding of the ethical obligation of social work practitioners to be actively engaged in ongoing research and evaluation. [2.1.2.6]
3. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
4. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
5. Research and analyze the strengths and limitations of organizations, neighborhoods, and geographical communities using a variety of data sources. [2.1.3.4]
6. 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]
7. 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]
8. Advocate at multiple levels for improvements in the organizational change and policy processes that affect marginalized and vulnerable populations and at risk communities at the local, national and international levels. [2.1.5.4]
9. Advocate for the minimization of disparities that diverse or marginalized populations may experience [2.1.5.5]
10. Utilize foundations research skills to effectively evaluate efforts to develop and provide interventions in organizations and communities. [2.1.6.3]
11. Work in collaboration with researchers and evaluators to assess effectiveness of community development and intervention efforts, and organizational change efforts. [2.1.6.4]
12. Apply policy skills to effectively engage in the policy processes that affect service delivery systems and that affect organizational practices. [2.1.8.5]
13. 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]
14. Separate fact from opinion in data presentation. [2.1.10.b.2]
15. Adapt, modify, and use assessment tools and approaches for work with organizations and communities. [2.1.10.b.6]

16. Evaluate, select, and implement appropriate assessment instruments for use with target populations. [2.1.10.b.7]
17. Apply organizational and community theories, model, and research in the context of different practice settings and across multiple systems of care. [2.1.10.b.8]
18. Initiate action to achieve organizational goals. [2.1.10.c.1]
19. Implement prevention interventions that enhance client capacities. [2.1.10.c.2]
20. Help clients resolve problems. [2.1.10.c.3]
21. Negotiate, mediate, and advocate for clients. [2.1.10.c.4]
22. Apply intervention strategies across all system levels including agency, organizations, community, or larger context. [2.1.10.c.6]
23. 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]
24. Identify and evaluate and select literature based organizational and community assessments and intervention strategies. [2.1.10.c.8]
25. Implement evidence-based interventions with fidelity. [2.1.10.c.9]
26. Critically analyze and evaluate interventions. [2.1.10.d.1]
27. Apply research skills to evaluate interventions with organizations and communities. [2.1.10.d.2]
28. Identify and apply evaluation measures for intervention with organizations and communities. [2.1.10.d.3]
29. Communicate and disseminate results in a format appropriate to the intended audience. [2.1.10.d.4]
30. Work collaboratively with researchers to assess intervention efficacy. [2.1.10.d.5]

Secondary Practice Behaviors

1. Identify and practice within professional roles and boundaries. [2.1.1.3]
2. Effectively use supervision and consultation. [2.1.1.6]
3. Demonstrate an understanding of the value and ethical issues particular to 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. Work as catalysts for social inclusion and social cohesion in at-risk communities. [2.1.4.7]
6. Engage in social work practices that advance social and economic justice. [2.1.5.3]
7. Advocate for human rights and social and economic justice. [2.1.5.2]
8. Use practice experience to inform scientific inquiry. [2.1.6.1]
9. Use research evidence to inform practice. [2.1.6.2]
10. 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]
11. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
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. Respond to changing community needs by accessing new funding and engaging in resource development. [2.1.9.6]

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. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
6. Make ethical decisions by applying standards of the NASW and other social work codes of ethics. [2.1.2.2]
7. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts. [2.1.2.3]
8. Apply strategies of ethical reasoning to arrive at principled decisions. [2.1.2.4]
9. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
10. 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]
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. Recognize the extent to which organizations and their operations may marginalize or exclude classes of persons. [2.1.4.6]
14. Understand forms of oppression and discrimination. [2.1.5.1]
15. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
16. Critique and apply knowledge to understand person and environment. [2.1.7.2]
17. Analyze policies that advance social well-being. [2.1.8.1]
18. Formulate policies that advance social well-being. [2.1.8.2]
19. Advocate for policies that advance social well-being. [2.1.8.3]
20. Collaborate with colleagues and clients for effective policy action. [2.1.8.4]
21. 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]
22. Act as change agents to promote quality workplace practices for all employees, especially vulnerable working populations. [2.1.9.4]
23. Substantively and affectively prepare for action with clients. [2.1.10.a.1]
24. Use empathy and other interpersonal skills. [2.1.10.a.2]
25. Develop a mutually agreed upon focus of work and desired outcomes. [2.1.10.a.3]
26. Develop mutually agreed upon intervention goals and objectives. [2.1.10.a.4]
27. Select appropriate intervention strategies. [2.1.10.a.5]
28. Collect organize and interpret client data. [2.1.10.b.1]
29. Assess client's strengths and limitations. [2.1.10.b.3]
30. Develop mutually agreed upon intervention strategies. [2.1.10.b.4]
31. Select appropriate intervention strategies. [2.1.10.b.5]
32. Facilitate transitions and endings. [2.1.10.c.5]

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	Research Project and Presentation	20%
C = 70-84	Resource Development Presentation	10%
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. **Research Project and Presentation (20%)**
 - #2. **Resource Development Presentation (10%)**
 - #3. **Reflective Learning Paper (10%)**
 - #4. **Related Experience Reports (2) (10%, 5% each)**
 - #5. **The final portfolio (5%)** which contains all assignments and related materials
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

Course Outline:

Week	Topic of discussion	To read for class/due today
1	Introduction to the practicum: discussion of expectations and competencies, overview of assignments and the semester's work	Field Manual
2	Community and Social Development: opportunities for practice locally and globally	Handouts
3	No class meeting	Initial field conferences; final learning contract is signed at this meeting. Timesheet 1
4	Research and Practice	Research Resource Person in Class to discuss implementation of your research component Outline of Research Component Due
5	Ethical Decision Making and Social Work practice with organizations and communities; resource allocation	Ethical dilemmas (handout) – be prepared for discussion
6	Working to engage community partners	Timesheet 2
7	Mid-Term	
8	Research and Practice	Research Resource Person in Class to discuss implementation of your research component
9	Changing Communities	Timesheet 3
10	Changing Communities: theory and practice	Reflective Learning Paper is due; informal presentation/discussion
11	Being a Change Agent	RLE 1 DUE
12	Open Topic	Timesheet 4 Guest Speaker
13	Developing Resources and Creating Opportunities in Agency Settings	Presentation of your Resource Development Assignment
14	Presentation of Research Projects in class	Presentation of Research Projects in class; research paper is due
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 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, 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. 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 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 743	Date: 10/4/10
Instructor Name: Beth Mills, MSW	Instructor Email: beth.mills@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.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Instructor is available via email or phone; DL staff will be consulted for Blackboard assignments</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>All texts, course objectives and learning outcomes are the same as for full face-to-face course delivery</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Blackboard technology will be used to post course materials, but fewer than 50% of class periods will be face-to-face</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

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"><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or 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"><input type="checkbox"/> Carla Cantagallo, DL Librarian<input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="checkbox"/> Email: dllservice@email.uky.edu<input type="checkbox"/> 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: Beth Mills, MSW</p> <p>Instructor Signature: <i>Beth K. Mills</i> 10/14/10</p>

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