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

1. Submitted by College of __Social Work__   Date __10/7/10__

    Department/Division offering course   __Social Work__

2. Changes proposed:
    (a) Present prefix & number   __SW 751__   Proposed prefix & number   __SW 751__

    (b) Present Title   __Research Design and Implementation in Social Work Practice II__

        New Title   __Research Skills for Community and Social Development__

    (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 Advanced Research__

    (d) Present credits: __3__   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)):
        Implementation of a research or program evaluation project designed in SW 750. Students are required to conduct research related to practice issues or program evaluation in their fields of concentration. They will collect or otherwise access study data, enter and analyze it in SPSS or other computer package, and present the results in various formats. Prereq: SW 750.

    (b) New description:
        This is an intermediate research course with an emphasis on program evaluation. The course will provide instruction in research methodology as well as research design. In addition, there is an emphasis on developing competencies and skills that will allow students to work with multifaceted research teams in diverse settings. **Prerequisite:** SW 650 or advanced standing. This course is designed to be taken concurrently with SW 741.

    (c) Prerequisite(s) for course as changed: _____

5. What has prompted this proposal?
    Changes in the MSW program to meet Council on Social Work Education accreditation standards and change from Family & Community Concentration to Community and Social Development Concentration.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
    The changes will reflect the change to the CSD concentration and focus on research and program evaluation at the organizational and policy level. Projects will be conducted at the practicum sites.

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?*   Yes   X   No

If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program?　　　☐ Yes　X　No
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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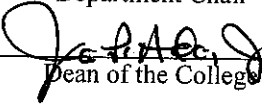
12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

`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 751 Research Skills for Community and Social Development (3 credit hours)

Diane Loeffler, Ph.D.
673 Patterson Office Tower
Phone: 859-257-3506
e-mail address: diane.loeffler@uky.edu
Preferred method of reaching instructor: e-mail

Class time
Class location
Office hours

COURSE DESCRIPTION
This is an intermediate research course with an emphasis on program evaluation. The course will provide instruction in research methodology as well as research design. In addition, there is an emphasis on developing competencies and skills that will allow students to work with multifaceted research teams in diverse settings. **Prerequisite:** SW 650 or advanced standing. This course is designed to be taken concurrently with SW 741.

COURSE OBJECTIVES
This course will:

1. Examine ethical, practical, and political issues associated with conducting research and evaluation in social service agencies and within the context of the university. (2.1.1, 2.1.2)
2. Familiarize students with the academic and professional literature relative to their area(s) of interest. (2.1.1, 2.1.3, 2.1.6, 2.1.7)
3. Prepare students to effectively create and implement comprehensive program evaluations using multiple methods of evaluation (e.g. needs assessment, process evaluation, formative evaluation, cost effectiveness and cost benefit analysis). (2.1.3, 2.1.10)
4. Introduce students to the theory and processes involved in empowerment and community based action research. (2.1.3, 2.1.5, 2.1.7, 2.1.8)
5. Prepare students to critically evaluate research design and data gathering practices appearing in the literature relevant to their areas of practice. (2.1.3, 2.1.6, 2.1.10)
6. Assist students in applying their knowledge of program evaluation through the development of a comprehensive evaluation plan, deliverable to an agency or organization. (2.1.3, 2.1.6, 2.1.9, 2.1.10)
7. Assist students in the application of knowledge of the research process through the development of one component of a comprehensive evaluation that will be conducted in a practice setting. (2.1.3, 2.1.6, 2.1.10)
8. Familiarize students with the use of univariate and bivariate statistical analysis used within the evaluation literature. (2.1.3, 2.1.6, 2.1.10)
9. Assist students in the use of SPSS or related data analysis software to understand and execute basic univariate and bivariate analyses techniques. (2.1.3, 2.1.6, 2.1.10)
10. Discuss and demonstrate models for disseminating research findings: reports to service providers, conferences, publications, etc. (2.1.1, 2.1.2, 2.1.3, 2.1.10)
11. Provide a forum for students to engage in dialogue and discussion related to best practice and evidence based approaches to practice. (2.1.3, 2.1.6, 2.1.10)

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

Primary Practice Behaviors
1. Demonstrate an understanding of the ethical obligation of social work practitioners to be actively engaged in ongoing research and evaluation. [2.1.2.6]

2. Distinguish, appraise, and integrate multiple sources of knowledge (including research based knowledge and practice wisdom). [2.1.3.1]
3. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
4. Analyze models of evaluation. [2.1.3.2]
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. Use research evidence to inform practice. [2.1.6.2].
7. Use practice experience to inform scientific inquiry. [2.1.6.1]
8. Utilize foundation research skills to effectively evaluate programs and practice within the context of social and community development. [2.1.6.3]
9. Work in collaboration with researchers and evaluators to assess effectiveness of community development and intervention efforts, and organizational change efforts. [2.1.6.4]
10. Adapt, modify, and use assessment tools and approaches for work with organizations and communities. [2.1.10.b.6]
11. Evaluate, select, and implement appropriate assessment instruments for use with target populations. [2.1.10.b.7]
12. Develop and implement collaborative, multidisciplinary planning and intervention strategies for enhancing the effectiveness and quality of organizations and well-being of communities. [2.1.10.c.7]
13. Apply research skills to evaluate intervention with organizations and communities. [2.1.10.d.2]
14. Identify and apply evaluation measures for intervention with organizations and communities.[2.1.10.d.3]
15. Communicate and disseminate results in a format appropriate to the intended audience. [2.1.10.d.4]
16. Work collaboratively with researchers to assess intervention efficacy and efficacy. [2.1.10.d.5]

Secondary 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 of communities. [2.1.1.7]
2. Develop a commitment to engage in career long learning. [2.1.1.5]
3. Advocate for the minimization of disparities that diverse or marginalized populations may experience. [2.1.5.5]
4. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
5. 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]
6. 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]
7. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]

Means
1. Identify and practice within professional roles and boundaries. [2.1.1.3]
2. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
3. Apply strategies of ethical reasoning to arrive at principled decisions. [2.1.2.4]
4. Critically analyze and evaluate interventions. [2.1.10.d.1]

TEXTS
Royse, D., Thyer, B., & Padgett, D. (2010). *Program evaluation: An introduction (5th ed.)*. Belmont, CA.: Wadsworth.

Faherty, V. (2009). *Compassionate Statistics*. Thousand Oaks, CA: Sage.

Additional articles and readings as indicated in the course schedule

ARTICLES FOR GROUP ASSIGNMENT
Each student will be assigned one of the following readings. Students will work in groups to discuss/present to the class their findings using guided questions handed out by the instructor:

Ferguson, K. & Islam, N. (2008). Conceptualizing outcomes with street-living young adults: grounded theory approach to evaluating the social enterprise intervention. *Qualitative Social Work.* 7(2) pp. 217-237

Wahab S. (2006). Evaluating the usefulness of a prostitution diversion project. *Qualitative Social Work.* 5(1) pp. 67-92

Hill M. Dillane J. Bannister J. Scott S. (2002). Everybody needs good neighbours: an evaluation of an intensive project for families facing eviction. *Child and Family Social Work* 7(2) pp. 79-89.

de Anda D. (2001). A qualitative evaluation of a mentor program for at-risk youth: the participants' perspective. *Child and Adolescent Social Work Journal, 18*(2), pp. 97-117.

Felix Ortiz M. Salazar M.R. Gonzalez J.R. Sorenson J.L. Plock D. (2000). A qualitative evaluation of an assisted self-help group for drug-addicted clients in a structured outpatient treatment setting. *Community Mental Health Journal.* 36(4), pp. 339-350

REFERENCE MANUAL
American Psychological Association. (2010). *Publication manual of the American Psychological Association.* (6th ed.) Washington, D.C.: American Psychological Association.

Graduate Grading Scale		Grade Components	
A=93-100		Program Evaluation Critiques	10%
B=83-92		Literature overview	10%
C=73-82		Compassionate Statistics Exercises	30%
E<73		Group Article Critique/Presentation	5%
		Final Evaluation Proposal and Presentation	35%
		Class 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. **One Signature Assignment: Evaluation Proposal and Proposal Presentation: 35%**
2. **Program Evaluation Critiques: Find and critique a program evaluation from research literature: 10%**
3. **Literature overview for proposal: 10%**
4. **Six exercises from Statistics book: 30%**
5. **Group article critique and presentation: 5%**
6. **Class Participation: 10%**
   Grades will be earned based on attendance, on class participation, and on completion of in-class exercises.

Group Work and Student Collaboration: This course requires substantial in-class group work. You are expected to be prepared to participate in this in-class group work and discussion. This is related to participation points. There is no group work outside of the classroom. Your written work is to be individual.

COURSE CALENDAR

Week 1	Introduction to the course	Introduction to the course, competency based education in social work research, course expectations Discussion of the Comprehensive Program Evaluation Plan (CPEP) as the course's signature assignment
Week 2	Royse et al., Chapters 1, 2 Article: Clark, J. (2009). Why social work practitioners need research ethics knowledge. Social Work, 54 (1), p. 5-7.	Ethical issues in program evaluation, ethical commitment to research and evaluation as professional social workers, comparing traditional and contemporary evaluation models
Week 3	Articles: Fetterman, D.& Wandersman, D. (2007) Empowerment evaluation: Yesterday, today, and tomorrow. *American Journal of Evaluation, 28*(2), 179-198. Claremont Evaluation Debates (http://www.cgu.edu/pages/6494.asp)	Empowerment Evaluation Building Effective Program Evaluation Teams Read and VIEW THE DEBATES before class. Come to class with questions generated by the readings/debates PROGRAM EVALUATION ARTICLE CRITIQUE DUE
Week 4	Articles: Minkler, M. (2004) Ethical challenges for the "outside" researcher in community-based participatory research. *Health, Education, and Behavior 31*(6),684-697. Israel, B. A., Schultz, A. J., Parker, E. A., & Becker, A., (1998). Review of community-based research: Assessing partnership approaches to improve health. *Annual Review of Public Health, 19,* 173-202.	Community Based Action Research Promoting Inclusion in Evaluation and Research Come to class w/ questions for discussion from the readings UNGRADED PROPOSAL OVERVIEW DUE THIS WEEK
Week 5	Royse et al, Chapters 3 & 4 Articles: Cardemil, E., et al (2007). The Latino Mental Health Project: A local mental health needs assessment. *Administration and Policy in Mental Health and Mental Health Services Research,34* (4), 331 -341. Beverly, C., Mcatee, R., Costello, J., Chernoff, R. & Casteel, J. (2005). Needs assessment of rural communities: A focus on older adults. *Journal of Community Heath, 30* (33), 197-211.	Needs Assessments as a component of evaluation Qualitative and mixed methods in program evaluation (*review*) GROUP ARTICLE CRITIQUE PRESENTATION TODAY SIGN UP FOR 1:1 MEETING FOR NEXT WEEK

Week 6	Royse et al. Chapter 5 Articles: Karachi, T. W., Abbott, R. D., Catalano, R. F., Haggerty, K. P., & Fleming, C. D. (1999). Opening the black box: Using process evaluation measures to assess implementation and theory building. *American Journal of Community Psychology, 27(5),* 711-731.	Formative and process evaluations Using the existing literature to inform your own evaluation work: in class discussion of how to use the literature/write your literature review component of your Comprehensive Program Evaluation Plan (CPEP) 1:1 meetings w/ students to discuss plans for evaluation proposal
Week 7	Royse et al. Chapters 7, 8, 9 Articles: Kapp, S. & Propp, J. (2002). Client satisfaction methods: Input from parents with children infoster care. *Child and Adolescent Social Work Journal, 19* (3), 227-246.	Client Satisfaction Review of Sampling & Group Designs LITERATURE OVERVIEW DUE
Week 8	Royse et al. Chapters 11 & 12 Faherty, Chapters 1 - 7 (NOTE: these topics are largely considered REVIEW. Supporting Powerpoints will be available in Blackboard).	Basic review of the statistics you need to know to create and use evaluation tools Measurement Tools and Strategies
Week 9	Royse et al., Chapters 10 & 14 Faherty , Chapter 8	Cost Effectiveness and Cost Analysis Probability and Statistical Significance STATISTICS EXERCISES 1-3 DUE
Week 10	Royse et al., Chapter 13	Pragmatic Issues 1:1 meeting required this week to discuss your Evaluation Project
Week 11	Royse et al., Chapter 14 Faherty Chapters 9-13	Data Analysis STATISTICS EXERCISES 4-6 DUE IN ADDITION TO CLASS THIS WEEK THERE WILL BE A SCHEDULED "LAB" TIME FOR STUDENTS WHO WANT TO BETTER UNDERSTAND SPSS AS IT RELATES TO THE FAHERTY BOOK/ ASSIGNMENTS
Week 12	No new reading	Pulling it all together – comprehensive program evaluation STATISTICS EXERCISES 7-8 DUE
Week 13	No new reading	Pulling it all together – comprehensive program

		evaluation
Week 14	**Class Presentations of program evaluation plans**	**Presentations**
Week 15	**Class Presentations of program evaluation plans**	**Presentations** **FINAL PROPOSAL DUE**

COURSE POLICIES

1. **Class Format:** Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.

2. **Participation and Attendance:** Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. <u>**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.**</u> (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

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

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

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

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

4. **Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

5. **Submission of Assignments:** Papers need to be formatted according to **APA publication guidelines (6th edition).** Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to

submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

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

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

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

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

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

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

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison. **A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.**

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

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

9. **Limit classroom disruptions:**

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

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

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

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

    In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:
    • Advocating for client access to the services of social work;
    • Practicing personal reflection and self-correction to assure continual professional

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

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

Distance Learning Form

This form must accompany 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 751　　　　　　　Date: 10/7/10

Instructor Name: Dr. Diane Loeffler

　　　　　　　　　　Instructor Email: diane.loeffler@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

Revised 8/09

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!**
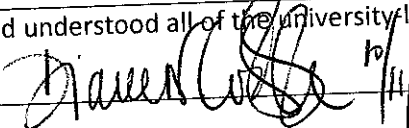
	*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student 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.

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

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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:
  - ○ "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)
  - ○ Carla Cantagallo, DL Librarian
  - ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - ○ Email: dllservice@email.uky.edu
  - ○ 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: Diane Loeffler, Ph.D. 10/11/10 Instructor Signature:

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