HU-TEACH Instructor Worksheet* - ELIZABETH M. BERTERA, PHD-SCHOOL OF SOCIAL WORK

Instructions: Please complete this sheet to provide background information for your reviewers so that they can evaluate your redesigned course site in the appropriate context. Also, use this worksheet to ensure that you have included all of the information reviewers need to see in your syllabus.

Basic Course Information

1. Your Full Name: Elizabeth M. Bertera
2. Department: N.A.
3. School/College: Social Work
4. Course Title and Number SWDS 305-01-Direct Practice (Masters level course)
5. Course Access URL (e.g., http://www.blackboard.howard.edu):
6. Percentage of instruction online:
   - □ 30%
   - □ 60%
   - □ 100% ✓
7. Did anyone collaborate with you on the design of this course? If so, please provide the name(s) and email address(es). No.
8. Is the course part of a sequence (e.g., BIOL 101 and 102)? If so, do all courses in the sequence use the same overall structure and technology? Yes, the course is part of a sequence and we do use the same structure but not the technology. I am the only faculty teaching the course as a hybrid.
9. Is this syllabus a standard syllabus developed by your program or department? If so, are you required to use it? This is a standard syllabus that I developed for our direct practice/clinical social work sequence. We have Adjunct faculty teaching the same course face to face.

Course Tools, Policies, Requirements, Format

1. On which learning management system (e.g., Blackboard), if any, does your course reside? The course resides in Blackboard.
2. If none, what type of online platform is hosting your course (e.g., Facebook, PbWiki, or a personal website)?
3. If the course is not offered on Blackboard, please copy or link to the vendor’s statement certifying that the platform is accessible to students with disabilities.
4. Are you going to require students to complete a tutorial on the use of the platform prior to the beginning of the course? If so, include this information in the syllabus. There is no need for a tutorial as our social work students are used to the Blackboard system. For new students we conduct a Blackboard training. In addition, I do usually have the first class face to face orientation.
5. Are you going to use tools and software other than, or in addition to, a learning management system to deliver the course? If so, include them in the syllabus. No.
6. In your syllabus, state any institutional accessibility policies that apply to online instruction. I did state institutional accessibility policies that apply to online instruction. How do you plan to implement these policies in your course? Policies will be indicated in the syllabus. There will be reminders/announcements about policies.

7. Are there any other course or institutional policies with which your students must comply? If so, include them in your syllabus. No, I don’t think there are any other institutional policies other than those already stated.

*adapted from the Quality Matters “Instructor Worksheet—Sample” (© 2012 Maryland Online, Inc.) for use only at subscribing institutions such as Howard University

8. Is prerequisite knowledge in the discipline or are other competencies required in the course? If so, include them in your syllabus. Yes, prerequisite knowledge and competencies are required and included in the course.

9. Are there general or specific technical or computer skills required for students to succeed in the course? If so, include them in your syllabus. No technical or computer skills are needed to succeed in the course.

10. Indicate the face-to-face or on-site components in your course (check ALL that apply):

- Exams
- Labs
- Clinical observation or tasks
- Lectures
- Discussion
- Presentations
- Orientation
- No face-to-face components
- Only one face-to-face meeting during the first class for orientation. Exams, labs, discussions, Safe Assign assignments, presentations are all online.
- Other (please specify):

Course Learning Objectives, Materials, Technologies

1. In your syllabus, list the course-level and/or module-level objectives for each unit of the course. 
   Note: It may not be possible to complete the course review if measurable learning objectives are not present. Objectives are indicated for the course as well as the exercises.

2. What is the source of the learning objectives?
   - Created by the instructor
   - Mandated by the institution
   - Other (please specify): Specific objectives according to the Council on Social Work Education.

3. Why are the learning objectives appropriate for the level of the course? Learning objectives for this level course are indicated by the Council on Social Work Education.

4. In your syllabus list the major instructional materials required in the course (e.g., textbook).
Instructional materials are listed.

5. Why did you choose the instructional materials to achieve the course objectives? Comment on the currency of the materials and the variety of perspectives they represent.

The book used, Hepworth, D., Rooney, R.H., Rooney, G.D. Strom-Gottfried, K., & Larsen, J. (2012). Direct social work practice (9th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company is highly recommended by the Council on Social Work Education. Instructional materials were developed by the Professor based on her years of experience as a Clinical Social Worker prior to joining the academe. In addition, the competencies required for obtaining an MSW by the Council of Social Work Education guided the instructional materials.

6. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins? If so, specify in your syllabus. The use of technologies such as audiovisuals are listed in the syllabus.

Course Interaction Components

1. Does the course include any real-time instructor/student interaction online or in the classroom? If so, briefly describe. If online, is the real-time component optional or mandatory? Only the first class will be in real time for orientation purposes and mandatory. Also, chat room discussions with the Professor are mandatory.

2. In what ways are students required to interact online with the instructor? There will be a required chat room session for students to interact with the instructor for questions about the material covered.

3. Are students asked to introduce themselves to the class online? If not, please explain why online introductions are not appropriate for your course. The first session will be in real time face to face at which time students will introduce themselves.

4. Is online student-to-student interaction (e.g., on discussion boards or in group work) appropriate in this course? If not, please explain. There will be a guided discussion forum for student-to-student interaction.

5. Are any course instructions, activities, instructional materials, or feedback provided by individual emails, the gradebook, or by tools or platforms outside the primary online classroom? If so, explain what they are and how reviewers can access them. All assignments will provide feedback to students including the guided discussion forum and safe assign assignments. There will be a gradebook where students can monitor how they are doing in the course.

Instructor Perspectives

1. Are you familiar with the Quality Matters (QM) Rubric? Have you had any training on the QM rubric (e.g., CA12 Assessing Online Courses workshop)? If so, did you design this course based on the rubric or modify it to meet QM standards? Yes I am familiar with the QM Rubric. I designed the course based on the QM Rubric.
2. On what particular aspects of this course would you like feedback from the reviewers? Any general feedback will be appreciated.

3. Is there anything else you want to communicate to the reviewers about your course? Keep in mind that this course is taught with specific requirements of courses as outlined in the syllabus and that students taking this course must be in field education to apply content.