

**WESTERN KENTUCKY UNIVERSITY
PROGRAM OF SOCIAL WORK
SWRK 375 (ELIZABETHTOWN)
SOCIAL WORK PRACTICE I**

Instructor:	Rudy Garcia, Instructor, MSSW	Term: Fall 2018
Office:	ELIZ 0230 (By Appointment)	
Class Day/Time:	Tuesday- 5:30-8:15	
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Course Description:

Prerequisites: SWRK 330. Social Work Practice I is the first of three (3) sequential courses in generalist social work practice that emphasizes development of knowledge, values, and skills for the delivery of social work services at a variety of system levels relevant to generalist practice at the initial level. Students will be provided an opportunity for in-depth study of the complexities of social work interventions. Students have the opportunity to develop skills in assessment, problem-solving processes, and interventions appropriate for beginning level generalist social work practice.

Required Texts:

Sheafor, B.W., & Horejsi, C.R. (2014). *Techniques and guidelines for social work practice* (10th ed.). Boston: Allyn and Bacon. ISBN: 9780205965106

Recommended:

Perrin, R. (2013). *Pocket guide to APA style* (5th ed.). Boston: Wadsworth

Mission Statement of WKU's BSW Program

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who can work with diverse, multi-generational populations, and client systems of various sizes. The program promotes a commitment to social justice and lifelong learning in order for students to work successfully in a global society.

Generalist Practice:

"Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies" (CSWE, 2008, p.7).

Learning Outcomes:

Upon successful completion of this course, students will be able to:

Knowledge:

1. Integrate knowledge from the liberal arts and sciences, and apply this knowledge to social work practice.
2. Explain ecological-systems theory as a knowledge base for generalist social work practice.

Values:

1. Demonstrate an awareness of and an ability to manage personal values that may impede ability to deliver professionally appropriate services.
2. Demonstrate an awareness of and sensitivity to diversity and oppression within and among systems based on age, race, ethnicity, gender, ability, or sexual orientation.

Skills:

1. Demonstrate an understanding of utilizing assessment, documentation, and recording skills in working with clients.
2. Develop and evaluate intervention approaches through critical thinking.

Course Competencies, Policies Behaviors, & Assignments

At the end of this course students are expected to do the following:

Competencies addressed in course	Practice behaviors addressed in course	Course requirements addressing practice behaviors
2.1.1 Identify as a professional social worker and conduct self accordingly.	<ul style="list-style-type: none"> • Practice personal reflection and self-correction to assure continual professional development • Attend to professional roles and boundaries • Demonstrate professional demeanor in behavior, appearance, and communication 	<ul style="list-style-type: none"> • Professionalism • Cultural Sensitivity Project • Homework/Quizzes/Exams • Psychosocial Assessment • Family Assessment
2.1.2 Apply social work ethical principles to guide professional practice	<ul style="list-style-type: none"> • Recognize and manage personal values in a way that allows professional values to guide practice • Apply strategies of ethical reasoning to arrive at principled decisions 	<ul style="list-style-type: none"> • Cultural Sensitivity Project • Homework/Quizzes/Exams
2.1.3 Apply critical thinking to inform and communicate professional judgments	<ul style="list-style-type: none"> • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • Analyze models of assessment, prevention, intervention, and evaluation • Demonstrate effective oral and written communication in working with groups and colleagues. 	<ul style="list-style-type: none"> • Homework/Quizzes/Exams • Psychosocial Assessment • Family Assessment
2.1.4 Engage diversity and difference in practice.	<ul style="list-style-type: none"> • Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/ enhance privilege and power. • View selves as learners and engage those with whom they work as informants • Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 	<ul style="list-style-type: none"> • Cultural Sensitivity Project • Homework/Quizzes/Exams • Psychosocial Assessment • Family Assessment
2.1.5 Advance human rights and social and economic justice.	<ul style="list-style-type: none"> • Understand the forms and mechanisms of oppression and discrimination. 	<ul style="list-style-type: none"> • Cultural Sensitivity Project • Psychosocial Assessment • Family Assessment

2.1.7 Apply knowledge of human behavior and the social environment.	<ul style="list-style-type: none"> Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. 	<ul style="list-style-type: none"> Exams Psychosocial Assessment Family Assessment
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> Substantively and affectively prepare for action with individuals, families, groups, organizations and communities 	<ul style="list-style-type: none"> Homework/Quizzes/Exams Psychosocial Assessment Family Assessment

SESSIONS OUTLINE

I. Aug 28 Course Introduction

- BEAP
- Introductions and overview of SWRK 375
 - Syllabus overview
 - APA format overview
 - NASW Code of Ethics overview
 - CSWE Competencies and Practice Behaviors overview

II. Sept 4 Overview of Social Work: Values, Knowledge, Skills Purpose, Roles

- Quiz Chapter 1, 2 and 5
- Review Chapters 1, 2 and 5
- Readings (before class)
 - Chapter 1: The Domain of the Social Work Profession
 - Chapter 2: Merging Person and Profession
 - Chapter 5: Guiding Principles for Social Workers
- **Homework #1 due**

III. Sept. 11 Generalist Approach to Social Work Practice

- Quiz Chapters 4 and 6
- Review Chapters 4 and 6
- Readings (before class)
 - Chapter 4: The Roles and Functions Of Social Workers
 - Chapter 6: Practice Frameworks for Social Work

IV. Sept. 18 Evidence Informed Practice

- Quiz Chapter 7
- Review Chapter 7
- Readings (before class)
 - Chapter 7: Using Evidence In The Change Process
- **Homework #2 due**

V. Sept. 25 Process in Social Work Practice

- Quiz Chapters 8 and 9
- Review Chapters 8 and 9
- Readings (before class)
 - Chapter 8: Basic Communication and Helping Skills
 - Chapter 9: Basic Skills for Agency Practice
- **Homework #3 due**

October 2 NO CLASS (Work on Culture Paper)

October 9 NO CLASS (Work on Papers and Midterm)

VI. Oct. 16 MIDTERM

- Midterm Exam (Chapters 1, 2, 4, 5, 6, 7, 8 and 9)
- Culture Paper due

VII. Oct. 23 Initial Contacts, Engagement, Relationship Building/Forming Partnerships

- Quiz Chapter 10
- Review Chapters 10
- Readings (before class)
 - Chapter 10: Intake and Engagement
- **Culture Paper due**

VIII. Oct. 30 Gathering Information, Assessment, Critical Thinking/Articulating Situations, Defining Directions, Identifying Strengths, Assessing Resource Capabilities

- Quiz Chapter 11
- Review Chapters 11
- Readings (before class)
 - Chapter 11: Data Collection and Assessment
- **Homework #4 due**

IX. Nov. 6 Goal Setting and Contracting

- Quiz Chapter 12
- Review Chapters 12
- Readings (before class)
 - Chapter 12: Planning and Contracting
- **Family Paper due**

X. Nov. 13 Implementation, Critical Thinking

- Quiz Chapter 13
- Review Chapters 13
- Readings (before class)
 - Chapter 13: Intervention and Monitoring
- **Homework #5 due**

November 20 NO CLASS (Psychosocial Interview)**XI. Nov. 27 Evaluation, Termination and Follow-Up**

- Quiz Chapter 14
- Review Chapters 14
- Readings (before class)
Chapter 14: Evaluation and Termination

XII. Dec. 4 Working with Vulnerable Client Groups/Sustaining Social Work Practice

- Quiz Chapter 15 and 16
- Review Chapters 15 and 16
- Readings (before class)
Chapter 15: Guidelines for Working with Vulnerable Client Groups
Chapter 16: Techniques for Sustaining Social Work Practice
- **Discuss Final Exam**
- **Psychosocial Paper due**

XIII. Dec. 11 Final Exam and Evaluation

- **Final Exam (Chapters 10, 11, 12, 13, 14, 15 and 16)**
- **Final Discussion**
- **Evaluation**

SWRK 375 FALL 2016 SEMESTER SCHEDULE AT A GLANCE

CLASS DATE	TOPIC	ASSIGNED READINGS	ASSIGNMENTS AND DUE DATES
I. 8/28	Course Introduction and Overview of Social Work	Syllabus, NASW Code of Ethics, CSWE Competencies and Practice Behaviors, APA Format	
II. 9/4	Overview of Social Work: Values, Knowledge, Skills Purpose, Roles	Chapters 1, 2 and 5	
III. 9/11	Generalist Approach to Social Work Practice	Chapters 4 and 6	
IV. 9/18	Planned Change Process	Chapter 7	
V. 9/25	Process in Social Work Practice	Chapters 8 and 9	
10/2	No Class (work on Culture Paper)		
10/9	No Class (work on Papers & Mid term)		
VI. 10/16	MIDTERM – Chapters 1, 2, 4, 5, 6, 7, 8 and 9		Culture Paper
VII. 10/23	Initial Contacts, Engagement, Relationship Building/Forming	Chapter 10	

	Partnerships		
VIII. 10/30	Gathering Information, Assessment, Critical Thinking/Articulating Situations, Defining Directions, Identifying Strengths, Assessing Resource Capabilities	Chapter 11	
IX.11/6	Goal Setting and Contracting	Chapter 12	Family Paper
X. 11/13	Implementation, Critical Thinking	Chapter 13	
11/20	NO CLASS (Psychosocial Interview)	Research Psychosocial Interviews	
XI. 11/27	Evaluation, Termination and Follow-Up	Chapter 14	
XII. 12/4	Working with Vulnerable Client Groups/Sustaining Social Work Practice	Chapter 15 and 16	Psychosocial Paper
XIII. 12/11	<i>FINAL EXAM</i> – Chapters 10, 11, 12, 13, 14, 15 and 16		

Description of Course Assignments

Cultural Sensitivity Project (75 total points)

This paper is to be five to seven typed pages, not including the cover page and the “ism” log. The paper follows APA format. Attach the “ism” log (see sample provided for format)

Part A: “Ism” Log (20 points)

For four weeks before drafting the cultural sensitivity paper, observe, listen, and record as many as possible incidences of oppressive language, gestures, or behaviors. Identify or remember all communications (“isms”) regarding issues of racism, sexism, ageism, etc. oppressive language that you observe, read, participate in, or hear from other sources (e.g. newspaper, television, social gatherings, family gatherings, church, etc.). Keep a log of these “isms” observations and use these in writing the paper. Write date and context of “ism”. Also, pay special attention to how you think and feel about any stereotypes, opinions, or values you come across that are different from your cultural beliefs. Comment on what makes this an “ism” for you. **A minimum of 12 should be listed but in all likelihood you will have more.**

Part B: Cultural Experience (20 points)

Active participation in at least one cultural experience different from your culture. In other words, investigate a culture that is **new to you** or one with which you are uncomfortable and/or unfamiliar. Once you identify that area, explore that area by attending an event or function hosted by that particular group or within that area. This experience exposes and experientially broadens your cultural awareness, values, and skills. Be sure you get this planned experience **APPROVED** prior to engaging in activity. Credit may not be given if this activity is not approved.

1. What influenced your decision to participate in this specific activity?
2. Describe the context of your experience.
3. Describe the culturally different group. This should include independent research on the group and inclusion of at least two references to support your work.
4. Reflect on your experiences. What did you learn, how is exposure to a different culture helpful to you in your social work practice, what were some of the challenges, if any?

Part C: Sensitivity Paper (20 points)

Based on class discussion, the readings, and daily living experiences, chose one group and/or issue with which you are uncomfortable or anticipate being challenged in working with in your practice and discuss that group or issue in detail. In addition, the paper outlines and discusses a personal plan for change. How will you effectively work with the diverse groups or issues you have identified?

The paper discusses and covers the following questions:

1. How do I know this is challenge/"ism for me?
2. How long has this been a challenge for me?
3. What are the circumstances leading up to how it got there?
4. How do significant others in my life impact/not impact my reaching this particular viewpoint?
5. What inner and outer personal/environmental experiences in my life contribute to this issue?
6. How does the society-at-large view impact upon my thinking about the issue?
7. How will this impact my ability to be a culturally competent social work practitioner?
8. Present any new insight(s) gained from this assignment (e.g., a before" and "after" viewpoint). Think about and discuss the most and least difficult part of this learning process, both personally and professionally.

Part D: Clarity of Writing: (15 points)

This assignment has three parts that contribute to one grade for the assignment. These parts include: (1) the "ism" log; (2) the (typed) cultural experience paper, which includes material describing your experience and what you learned, and (3) the (typed) sensitivity paper, including your responses to the above questions.

Psychosocial Paper (100 pts.)

Carefully review the social history outline in Chapter 11 (pages 179-182). You will be assigned to a Practice I classmate. These classmates will role-play their created semester "client" providing you with information for your social history.

Prepare for your role as the interviewer by thinking about your approach to this assessment process. Also, gather the materials that you will need to ensure that you obtain all the information the social history outline indicates and that you can take complete and accurate notes.

I. Interview your classmate.

- Use well-phrased responses to encourage your classmate to offer clear, comprehensive, and concrete information.
- Take notes as necessary, but fit your note taking into the process rather than allowing it to interfere with the interview.

PART A: PSYCHOSOCIAL (40pts)

The "social worker" is to prepare a typed, 3-5 page highly factual and detailed social assessment report on the client. See item 11.1 in *Techniques and Guidelines* before preparing this report. The social assessment report must use the following headings:

1. *Identifying information*: client's name, date of birth, age, address, telephone number, marital status, occupation, etc.
2. *Purpose of report*: briefing for agency staff
3. *Client's presenting problem or concern* and the worker's reason for involvement with client
4. *Source of data*: how and when data were collected
5. *Current family and/or household membership*: with whom does the client live, social-legal relationship among these people, describe marriage and children, if applicable (see items 11.4 and 11.10 in *Techniques and Guidelines*)
6. *Family of origin*: description and/or listing of client's parents, siblings, and important members of extended family (see item 11.2 in *Techniques and Guidelines*)
7. *Interpersonal and role functioning*: describe client's relationships with friends, peers, people at work and school; describe client's primary social roles and relationship among these roles (see item 11.8 in *Techniques and Guidelines*)
8. *Education history and intellectual functioning*: describe client's education and training, capacity for abstract thinking, memory, and problem solving; oral and written communication; schools attended, G.P.A., school performance, etc. (see item 11.16 in *Techniques and Guidelines*)
9. *Physical functioning*: describe current health and medical problems; significant disabilities; use of medication or physical supports
10. *Strengths and usual ways of coping*: describe client's particular strengths and predominant and habitual ways of coping with life and its stressors; defense mechanisms commonly used to handle troublesome thoughts and emotions (see items 11.5, 11.7 and 11.9 in *Techniques and Guidelines*)
11. *Cultural background, religious beliefs, and spirituality*: describe identity with a particular cultural or ethnic group, and the values, beliefs, faith, etc. that provide a sense of meaning and purpose in life and put life experiences in perspective (see item 8.10 in *Techniques and Guidelines*)
12. *Employment*: describe types of jobs held, special work related skills and training, schools attended, military service, etc.
13. *Economic situation, housing, transportation*: include income from job and benefits, expenses, debts, financial stressors
14. *Use of community resources*: describe client's current or recent utilization of various social service, health care, financial assistance, legal, educational, and recreational programs
15. *Impressions and assessment*: in one paragraph, summarize the social workers conclusions and inferences from the above facts.

PART B: GOALS, OBJECTIVES, CONTRACT (20pts)

In preparation for this assignment, review the materials in Chapter 12 of *Techniques and Guidelines for Social Work Practice* (and especially items 12.5 and 12.6). After the second interview with the client, the social worker is to submit a 1 to 2 page written service

contract. The content of the contract is to be negotiated and agreed to by both worker and client.

The format of the service contract should follow the following headings and content:

1. background to contract (2-3 sentences)
2. presenting concern or problem (2-3 sentences)
3. goals for intervention (two goals)
4. objectives for intervention/goal (at least 2 objectives)
5. client tasks for objectives (at least 2 tasks)
6. worker tasks for each objective (at least 1 task)
7. methods used to monitor progress (2-3 sentences)
8. procedure for renegotiation of contract (2-3 sentences)
9. other details and clarification of contract

PART C: THEORY (10pts)

Identify what theory, perspective and/or model you would use in your intervention approach? Support your choice

PART D: SELF EVALUATION (10pts)

When you have completed your interview, take time to reflect on the experience and provide a self-evaluation of the quality of your interview and ask yourself:

1. What skills worked best for you?
2. What skills need continued development?
3. How effective was your note taking?
4. What specific actions can you take to correct your performance

CRITERIA FOR GRADING

- 40 points: Comprehensiveness of Data Collection (Part A)
- 20 points: Comprehensiveness of Goals/Objectives (Part B)
- 10 points: Identification and support of Theory (Part C)
- 10 points: Quality of Self Evaluation (Part D)
- 10 points: Clarity of Writing
- 10 points: Quality/completeness of "created" client
- 100 pts.

Family of Origin Paper – 50 pts

The purpose of this assignment is to help you become familiar with concepts used to describe family behavior and functioning. In this assignment, the term "family of origin" refers to the family in which you grew up or was raised. Before beginning this paper, you should study items 11.5, 11.7, 11.8, 11.9, 11.10, and 11.15 of *Techniques and Guidelines for Social Work Practice*.

Of these 16 aspects of family life, ten or more must be used as headings to organize and structure the content of the paper.

PART A: In 4-6 pages, you should describe how you have been impacted by

1. the roles you played in the family,
2. the family's rules, boundaries, norms, mood, and expectations,
3. communication patterns,
4. the family's socio-economic circumstances,
5. the family's ethnicity, religion, and moral beliefs,

6. the make-up and functioning of family sub-systems,
7. problems and dysfunctional behavior within the family,
8. family crises and trauma,
9. family life-cycle events and changes,
10. Individual and family strengths,
11. patterns of decision-making,
12. how differences and conflicts were handled,
13. expression of emotions,
14. degree of closeness and connectedness among family members,
15. the family's place or status in the community, and
16. how issues of control and authority were handled.

PART B. To assist you in understanding what a client experiences when asked to address issues in his or her family, a final few paragraphs should be devoted to describing what it was like to think about and analyze one's own family's functioning.

PART C: In addition, you are required to submit an ecomap and a genogram (covering at least three generations). See item 11.2 in *Techniques and Guidelines for Social Work Practice*.

Criteria for grading

- 20 points Family or Origin (Part A)
- 10 points Analysis (Part B)
- 10 points Eco map and genogram
- 10 points Clarity of writing
- 50 points

Homework (50 pts.) - Homework worth 10 pts. each

There are a variety of short homework assignments for this course. These assignments may include written assignments on material covered in class, article critiques, etc. or use of APA.

Quizzes (100 pts) - Quizzes worth 10 pts. each

Quizzes include a variety of true/false, multiple choice, and/or essay questions.

Tests (200pts) – Two tests worth 100 pts. each.

Tests include a variety of true/false, multiple choice, and/or essay questions. The study guide for the test are the notes and quizzes you take in class, the student groups with whom you choose to study for the exams, and the readings assigned in the syllabus.

Professionalism - (25pts.)

Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, professionalism is defined as attendance, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course. The use of cell phones and other electronic devices is prohibited without prior permission of the professor.

Further, it is expected that each student completes all assignments and assigned readings in accordance with the course schedule. The instructional methods utilized in this course include lecture/discussion, role play, experiential exercises, and student presentations. Therefore, students are expected to participate **actively** in each class session, to come to class prepared to demonstrate and to discuss content of required course assignments, and to submit assignments on time. Each student should complete readings **prior** to the classroom experience and be prepared to *discuss, analyze, and critique* each reading. Please understand that in class you will be developing and applying practice skills that are discussed in your texts

and readings. This is an opportunity for you to practice before applying skills you learn in this class in the field. Thus, professionalism grades are also assessed on students' *active* participation in class.

Grading Scale

Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

Course grading is based on the following criteria:

Points

Professionalism	25
"Ism" Log, Cultural Experience & Sensitivity Paper	75
Homework	50
Quizzes	100
Psychosocial Paper	100
Family of Origin Paper	50
Exams	<u>200</u>
Total Points Possible:	600

Final Grade Assignment based upon:

- A = 600 - 540
- B = 539 - 480
- C = 479 - 420
- D = 419 - 360
- F = Below 360

Course Requirements and Expectations

1. Attendance is *required* in this course. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at the beginning of each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses. Students are allowed to miss one class without penalty. The second absence results in 20 points off your final grade and each additional absence will result in 40 points off your final grade. Absences will effect your participation and professionalism grade. Missing 5 or more classes will result in an "F" for the class. You are expected to notify your instructor of any absences.
2. If you are absent you are responsible for obtaining the assignments and information given in that class from a peer.
3. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Notification of days you know you will be absent, or will have to leave early or arrive late is expected.
4. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes not talking out-of-turn and not monopolizing the discussion. Reading magazines and whispering/talking to others, using cell phone is not appropriate in class.

5. *All electronic devices are turned off and put away during class*, including cell phones, laptop computers, pagers, etc. If there is a special situation in which the student must leave their phone on vibrate, the student informs the instructor before each class session. Use of computers in class should not be necessary. If needed for any reason, please discuss with your instructor.
6. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posed with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for differing opinions.
7. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use of university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality. Students are encouraged to use the writing lab for assistance in writing assignments.
8. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook at <http://www.wku.edu/handbook/2009/>). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
9. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 10% per day. Late work will not be accepted any later than 5 days after the assignment is due. No homework assignments are accepted after the due date and time. Assignments are due at the beginning of class on the due date. Most of the assignments are submitted by email or Blackboard.
10. An exam may only be taken once and there are no makeup exams.
11. The professor reserves the right to make announced changes in the course due to extenuating circumstances.

STUDENTS WITH DISABILITIES AT WKU

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

LEARNING ASSISTANCE AT WKU

The Learning Center

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer

lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. www.wku.edu/tlc