

**THE UNIVERSITY OF TEXAS AT ARLINGTON
SCHOOL OF SOCIAL WORK**

Social Work Practice I
Monday and Wednesday 4:00-5:20 PM

SOCW 2313 001 21391
Classroom: SWCA 316

Instructor:

Elissa Madden, Ph.D., LMSW

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Office Hours: Monday and Wednesday, 2:30 – 3:30, before and after class, or by appointment – contact me directly on my cell or by email to schedule an appointment.

This course addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. [Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:]

- (a) Practice personal reflection and self-correction to assure continual professional development.
- (b) Attend to professional roles and boundaries

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]

- (a) Recognize and manage personal values in a way that allows professional values to guide practice.
- (b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- (c) Tolerate ambiguity in resolving ethical conflicts; and
- (d) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]

- (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- (b) Analyze models of assessment, prevention, intervention, and evaluation; and
- (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

- (a) Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

[Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

- (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.10(a), (b), (c), and (d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

[Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice]

Educational Policy 2.1.10(a)—Engagement: Social workers

- (i) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- (ii) Use empathy and other interpersonal skills; and
- (iii) Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment: Social workers

- (i) Collect, organize, and interpret client data.
- (ii) Assess client strengths and limitations.
- (iii) Develop mutually agreed-on intervention goals and objectives; and
- (iv) select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention: Social workers

- (i) Initiate actions to achieve organizational goals.
- (ii) Implement prevention interventions that enhance client capacities.
- (iii) Help clients resolve problems.
- (iv) Negotiate, mediate, and advocate for clients; and
- (v) Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

Council on Social Work Educational Policy, Section 4.5, Social Work Practice: “Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.”

UTA-School of Social Work: Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principle for the UTA-SSW. The philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP) guide this approach. Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

.....the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al. (2005).

The UTA SSW vision statement states that the “School’s vision is to promote social and economic justice in a diverse environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

I. COURSE DESCRIPTION

Catalog description: Critical evaluation of the value base of the social work profession and basic practice concepts in a framework for understanding a variety of intervention models. This requires a 25-hour volunteer placement in a human service agency. Prerequisite: SOCW 2311. Prospective BSW majors only.

Expanded description: This course establishes the foundation of social work practice by exploring the dynamics of the direct practice process. It is designed to develop the social work interactive skills and techniques necessary for working with individuals, families, and groups. The focus is on the use of self as an agent for change in the interaction between individuals, and between individuals and their social environment. Social Work Practice I facilitates the development of the interpersonal skills (i.e., feeling and doing) through which the worker and client carry out the task of improving the functioning of a client, family, group members, or other system through the use of a generalist social work intervention model.

The required 25 hour volunteer experience in a Metroplex human services agency serves a two-fold purpose. First, the student is provided an opportunity to test the waters ("Is this something I really want to do with my life?") in a structured social work setting and examine how one translates textbook/classroom knowledge to the "real world". Secondly, the volunteer placement provides the student the first opportunity for direct feedback regarding their potential for social work practice.

Educational Objectives Addressed: SOCW2313 addresses the following BSW educational objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

This course relates to and advances the program objectives by including service based community learning activities in which to compare and synthesize learning experiences in the classroom related to the historical development of the profession, the social work professional value base, and discourse on the mechanisms of oppression and discrimination. The course also includes several writing assignments to develop critical thinking within the both the early social work volunteer practice and service experience contexts of each individual student, as well as, objective measures of knowledge gain.

II. STUDENT LEARNING OUTCOMES

A. General Course Goals

1. To broaden the student's understanding of the social work "helping process" concept from a generalist perspective.
2. To facilitate the student's ability to identify, define and apply skills used to establish and maintain an accepting, professional social work relationship with a client, family, group, or larger system.
3. To increase the students critical thinking and understanding of the phases of a helping relationship (beginning, middle, and termination), and apply skills used to sustain a professional relationship in each phase with individuals, families and groups.
4. To further the understanding and ability of students to apply concepts from the HBSE sequence, including developmental theory, and integrate those concepts in facilitating the movement of a client, family or group through the social work helping process.
5. To enable the student to understand the value base of the Social Work profession and identify, and develop, skills in exploring relevant racial, cultural, gender, and spiritual issues when they arise in the professional relationship, and incorporating this information into the social work helping process.
6. To facilitate the student's ability to apply helping skills in establishing and maintaining collateral contacts and advocating on behalf of clients.
7. To increase the student's awareness of conflicts in ones own value system and life experiences, and how these issues can influence professional work with a client, family or group, knowing the principles and values of the social work profession.
8. To enable the student to evaluate ones own personal characteristics, professional skills, and strengths and weaknesses in working with and relating to others.

B. Student Learning Outcomes

By the end of the semester, the student preparing to work in a professional setting, in a social work capacity, will:

1. Complete a minimum of 25 hours of volunteer/observation work in an instructor-approved social work setting.
2. Articulate in class discussions, writing assignments, and role play experiences, knowledge of social work roles in the helping process.
3. Articulate in class discussions, writing assignments, and role play experiences basic skills used in establishing and maintaining professional helping relationships throughout the helping process.
4. During role plays, demonstrate an awareness of professional interpersonal communication skills, and exhibit a personal interviewing style, which exemplifies those skills.
5. Articulate in class discussions and role play experiences increased awareness of how significant relationships, personal life experiences, and personal values influence ones ability to respond empathetically to those in need.
6. Verbally, and in written work, respond to feedback that enables one to identify strengths, weaknesses, and areas for further growth.
7. Demonstrate the ability to assess the significance of a client's spirituality in establishing a professional social work relationship, and moving a client through a social work helping process.
8. Articulate in class discussions, and examination situations, the significance of concerns related to an individual's race, gender, culture, and sexual preference, which affect ones ability to establish and maintain an accepting professional relationship with an individual in need.
9. Demonstrate in assignments, class discussions and examinations, the integration of social and economic justice concerns, and established social work values, in engaging client situations, developing skills in establishing professional social work relationships, and planning how to intervene on behalf of clients.

III. REQUIREMENTS

Grade of C or better in SOCW 2311 required

Readings

Readings will be assigned from the textbooks and may be augmented with class handouts. Additional readings may be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Blackboard

Blackboard is a Learning Management System licensed by UTA for faculty members to communicate electronically with students. It may be used as a mechanism to deliver supplemental materials. There are many Blackboard features that may be used during the course of this class, some of which include:

- E-mail & discussion groups
- Calendar
- Assignments
- Grade Book
- Online quizzes
- Course notes
- External Resources

It is expected that students will actively utilize the Blackboard platform to communicate with class members and the instructor. You may access the Blackboard platform at <https://elearn.uta.edu/webapps/login/>.

IV. ATTENDANCE POLICY, CLASS PARTICIPATION, AND FEEDBACK

Attendance Policy

Due to the format and content of this course, regular and punctual attendance is imperative and expected. As a matter of fairness and equity, **anyone missing more than four (4) scheduled class sessions will lose a minimum of one letter grade on their final course grade.** Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (i.e., 15 minutes late – more than two times), as well as leaving class early, may affect your final participation grade. If it is necessary for you to be late or leave class early, please let me know in advance by email or by phone. Valid university approved excuses are due at the beginning of the next class attended.

Students who are absent are responsible for obtaining class material/content from a classmate. A sign-in sheet will be passed around at the beginning of each class period. **It is the student's sole responsibility to remember to sign the attendance sheet each week.**

Class Environment

Considering the objectives of this class, it is essential that we create an environment conducive to learning. Please avoid distracting or disrupting the class. There is also the possibility that you may disagree with another student or the instructor.

This is to be expected with the issues social workers confront and our tendency to be passionate about our values and opinions. However, it is important that we be respectful of each other and their opinion.

Inappropriate use of technological devices (cell phones, ipods, mp3s, computers, etc.) is not permitted. A minimum of one (1) point will be deducted from the student's participation grade each time an incident occurs. Use of a laptop for note-taking is permitted with permission of the instructor. If you are the caregiver for a child(ren) or other family member, you may leave your cell phone on in vibrate/silent mode for emergency phone calls (calls should be taken outside the classroom).

Class Participation

As this class relies on participation and involvement of all class members, it is important for students to come to class prepared to take part in informed discussion each week, based upon the class readings. There will be ample opportunities for students to take part in experiential in-class exercises. This part of the grade will be determined by class attendance, participation in discussions and completion of the in-class and homework assignments.

Feedback

Feedback is two-way. During this course students will be asked to provide feedback on their learning in informal as well as formal ways, including the use of anonymous surveys. It is very important for me to know your reactions to what is taking place in class, so that adjustments can be made if necessary to best meet your needs. If you are concerned about your class performance, I am more than willing to work with you to help you improve your understanding of course content. I am happy to meet with you during office hours, or by appointment.

Email Communication

I will be available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, I cannot guarantee a timely response.

Course Syllabus Modifications

Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made at my discretion based on new materials, class discussions, or other legitimate pedagogical objectives. The updated syllabus will be posted to students via email and the modified pages will be distributed in class.

V. REQUIRED TEXTBOOKS AND OTHER COURSE MATERIAL

Boyle, S., Hull, G., Mather, J., Smith, L., & Farley, O. (2009). *Direct practice in social work* (2nd ed.), Boston: Allyn & Bacon.

Collins, D., Jordan, C., & Coleman, H. (2009). *An introduction to family social work* (3rd ed.), Belmont, CA: Brooks/Cole.

VI. RECOMMENDED TEXT

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.), Washington, DC: American Psychological Association.

VII. ASSIGNMENTS, EXAMINATIONS, AND DUE DATES

PAPERS – GENERAL INFORMATION AND EXPECTATIONS

All papers **must** follow APA guidelines. At a minimum this means:

- Inclusion of a title page
- Margins set at 1 inch
- 10 or 12 point font in Arial or Times New Roman only
- Page number in upper right corner of the page starting with the title page
- Running head listing the assignment title

Points will be deducted if you do not follow these guidelines.

Unless indicated by the instructor in the final assignment instructions (posted on Blackboard), all papers/assignments must be submitted through Blackboard by the beginning of class. Additionally, students are expected to submit a hardcopy of the assignment to the instructor at the beginning of class as well.

VOLUNTEER EXPERIENCE – 15%

(Addresses learning outcome 1)

Every student must complete a minimum of 25 volunteer hours in a social work setting approved by the instructor. A maximum of 5 agency training hours can be used towards the 25 hour requirement.

To receive credit for this portion of the course, students must submit four forms:

- Community Service Information Form
- Community Service Evaluation Form
- Volunteer Time Log
- Student Evaluation of the Agency

You must contact and select the host agency by **February 2, 2011**. In addition, students must submit the **Community Service Information Form** to the instructor by this date. There is no credit for previous volunteer work experiences. Please note that you must submit the **Community Service Evaluation Form**, the **Volunteer Time Log**, and the **Student Evaluation of the Agency** to me by **April 27, 2011**.

See the Field Instruction list for ideas on possible volunteer placements. To access this list go to www3.uta.edu/sswtech/field/system and click “Agency Search” for volunteer placement ideas or you may present an agency of your choice for approval.

If you chose an agency that is not in the Field Instruction list, you need to e-mail me the agency information (Agency Name, Contact, Type of Agency, Phone number, Address, web-site) **before February 2, 2011** for final approval.

ETHICS GROUP PRESENTATION – 5%

(Addresses learning outcome 5)

Working in groups of four (4), students will make a 5-10 minute presentation in class regarding a case that involves an ethical dilemma. Students will discuss the dilemma and determine how the dilemma should be resolved. Class time will be provided to discuss and prepare the presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

HOMEWORK EXERCISES (2) – 5% EACH

(Addresses learning outcome 3)

You will be asked to complete two brief homework assignments during the semester. Homework assignments should be typed. As with other assignments, five points will be deducted for each calendar day that the homework assignment is late. Additional information about this assignment will be provided in class and posted on Blackboard.

GENOGRAM – 5%

(Addresses learning outcome 3)

You will create a three generation family genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may also include your children in the genogram. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

AGENCY REFLECTION PAPER & PRESENTATION – 10%

(Addresses learning outcome 2, 3, 5, 6, 7, 8, & 9)

In this paper, you will write a 4-6 page typed paper reflecting on social work roles and responsibilities within the agency, the clients, cultural diversity, ethics, as well as your own specific role and responsibilities as a volunteer in the agency. In addition, you will reflect on methods of assessment used in the agency and your listening/interviewing skills. Lastly, you will reflect on your expectations of the agency and what you have learned about the social work profession during your volunteer experience. Students will also complete a 5-10 minute presentation on their agency experience. The purpose of this presentation is to share resource information with classmates and develop your presentation skills. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

PYSCHOSOCIAL ASSESSMENT – 10%

(Addresses learning outcomes 3, 4, & 7)

Students will chose one friend, acquaintance, or other willing person and complete a psychosocial assessment. The assessment does not have a specific length, but it is expected that the student complete the assessment fully and in a professional manner. This includes paragraph form, complete descriptions, and no abbreviations. This assignment provides an opportunity for you to practice conceptualizing what you have learned (and are presumably still learning) in class. Social workers often complete assessments as part of their regular job description. This is an opportunity to complete an assessment and get feedback before doing one in a professional setting. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

EXAMS (2) – 20% EACH

Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures, assigned readings, and any handouts given in class. Both exams may optionally be moved forward or back one week with class consensus. Make-up exams will be provided at my discretion. In addition, the format of the make-up exam will also be at my discretion (essay, multiple-choice, etc.). If you must miss an exam for an unavoidable, valid, and **verifiable** reason (please note that I decide what is unavoidable, valid, etc.), then you must contact me by email or phone before the time of the scheduled exam.

TRIADS

(Addresses learning outcomes 2, 3, 4, 5, & 6)

On a number of occasions, you will meet in groups of three to practice skills learned in class and in assigned readings. You will take turns being the Worker, the Client, and the Observer. These exercises are not graded but students are expected to participate fully as part of their class participation.

IN-CLASS ASSIGNMENTS

You will occasionally be asked to complete small in-class writing assignments ($\frac{1}{2}$ to 1 page) on selected topics covered in the readings or in class. These assignments will be collected and reviewed for completion and overall quality of work. These assignments must be completed in class and cannot be made up. Assignments not turned in by the end of the class period will result in a deduction from your overall participation grade for the course.

VIII. GRADING

• Volunteer Experience/Forms	15%	Above 90 = A
• Ethics Group Presentation	5%	80 – 89.9 = B
• Homework Exercises (2)	10%	70 – 79.9 = C
• Mid-Term Exam	20%	60 – 69.9 = D
• Genogram	5%	Below 60 = F
• Agency Reflection Paper & Presentation	10%	
• Psychosocial Assessment	10%	
• Final Exam	20%	
• <u>Participation</u>	<u>5%</u>	
• Total	100 %	

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.

All written assignments will be due on the date listed on the Course Schedule (see below) at the beginning of class; if you are more than 15 minutes late for class, the paper is considered late. **Five points will be deducted for each calendar day the paper is late, including weekends.**

IX. COURSE SCHEDULE

		Date	Topic	Reading(s)	Assignment due
Week 1	W	1/19/11	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Volunteer placements 		
Week 2	M	1/24/11	<ul style="list-style-type: none"> • Introduction to Direct Practice • Generalist Practice Roles • Introduction to Family Social Work 	Boyle, et al. Ch. 1; Collins, et al. Ch. 1	
	W	1/26/11	<ul style="list-style-type: none"> • Continuation of Direct Practice for Social Work • Continuation of Family Social Work 	Boyle, et al. Ch. 1; Collins, et al. Ch. 1	
Week 3	M	1/31/11	<ul style="list-style-type: none"> • Self-Understanding and Self Control 	Collins, et al. Ch. 6 pp. 149-158	
	W	2/2/11	<ul style="list-style-type: none"> • Personal Values and Cultural Competence 	Boyle, et al. Ch. 2; Collins, et al. Ch. 6 pp. 149-158	<ul style="list-style-type: none"> • Community Service Information Form
Week 4	M	2/7/11	<ul style="list-style-type: none"> • Values, Ethics and Ethical Dilemmas <i>NOTE: Bring your computer if you have one</i> 	Boyle, et al. Ch. 2; NASW Code of Ethics (Preamble), available online: http://www.socialworkers.org/pubs/code/code.asp	
	W	2/9/11	<ul style="list-style-type: none"> • Guest Speaker • Continuation of Values, Ethics and Ethical Dilemmas <i>NOTE: Bring your computer if you have one</i> 	Boyle, et al. Ch. 2; NASW Code of Ethics (Preamble)	
Week 5	M	2/14/11	<ul style="list-style-type: none"> • Continuation of Values, Ethics and Ethical Dilemmas <i>NOTE: Bring your computer if you have one</i> 	Boyle, et al. Ch. 2; NASW Code of Ethics (Preamble)	
	W	2/16/11	<ul style="list-style-type: none"> • Continuation of Values, Ethics and Ethical Dilemmas • Group Presentations 	Boyle, et al. Ch. 2; NASW Code of Ethics (Preamble)	<ul style="list-style-type: none"> • Group Ethics Presentation
Week 6	M	2/21/11	<ul style="list-style-type: none"> • Continuation of Values, Ethics and Ethical Dilemmas • Group Presentations 	Boyle, et al. Ch. 2; NASW Code of Ethics (Preamble)	
	W	2/23/11	<ul style="list-style-type: none"> • Basic Skills for Engagement (Beginning Phase) 	Boyle, et al. Ch. 4; Collins, et al. Ch.5	
Week 7	M	2/28/11	<ul style="list-style-type: none"> • Continuation of Engagement/Beginning Phase 	Boyle, et al. Ch. 4; Collins, et al. Ch.5	
	W	3/2/11	<ul style="list-style-type: none"> • Continuation of Engagement/Beginning Phase 	Boyle, et al. Ch. 4; Collins, et al. Ch.5	<ul style="list-style-type: none"> • Homework Exercise I
Week 8	M	3/7/11	<ul style="list-style-type: none"> • Guest Speaker • Continuation of Engagement/Beginning Phase 	Boyle, et al. Ch. 4; Collins, et al. Ch.5	
	W	3/9/11	<ul style="list-style-type: none"> • Continuation of Engagement/Beginning Phase 	Boyle, et al. Ch. 4; Collins, et al. Ch.5	<ul style="list-style-type: none"> • Homework Exercise II
Week 9	M	3/14/11	<ul style="list-style-type: none"> • Spring Break ☺ 		
	W	3/16/11			
Week 10	M	3/21/11	<ul style="list-style-type: none"> • Intro to Theory • Review for Exam I 	Boyle, et al. Ch. 3	
	W	3/23/11	<ul style="list-style-type: none"> • Mid-Term Exam: Covers all material discussed prior to this date 		<ul style="list-style-type: none"> • Mid-Term Exam

Week 11	M	3/28/11	<ul style="list-style-type: none"> • Families and Family Systems • Family Strengths & Resilience 	Collins, et al. Ch. 2; Collins, et al. Ch. 3; Collins, et al. Ch. 6 pp. 133-148	
	W	3/30/11	<ul style="list-style-type: none"> • Practical Aspects of Family Social Work 	Collins, et al. Ch. 4	
Week 12	M	4/4/11	<ul style="list-style-type: none"> • Knowledge and Skills for Assessment 	Boyle, et al. Ch. 5	
	W	4/6/11	<ul style="list-style-type: none"> • Qualitative Family Assessment • Quantitative Family Assessment 	Collins, et al. Ch. 7; Collins, et al. Ch. 8	
Week 13	M	4/11/11	<ul style="list-style-type: none"> • Continuation of Assessment 	Boyle, et al. Ch. 5; Collins, et al. Ch. 7; Collins, et al. Ch. 8	
	W	4/13/11	<ul style="list-style-type: none"> • Continuation of Assessment 	Boyle, et al. Ch. 5; Collins, et al. Ch. 7; Collins, et al. Ch. 8	• Genogram
Week 14	M	4/18/11	<ul style="list-style-type: none"> • Continuation of Assessment 	Boyle, et al. Ch. 5; Collins, et al. Ch. 7; Collins, et al. Ch. 8	
	W	4/20/11	<ul style="list-style-type: none"> • Continuation of Assessment • Knowledge and Skills for Planning 	Boyle, et al. Ch. 6	
Week 15	M	4/25/11	<ul style="list-style-type: none"> • Knowledge and Skills for Planning 	Boyle, et al. Ch. 6	• Agency Paper
	W	4/27/11	<ul style="list-style-type: none"> • Agency Presentations 		<ul style="list-style-type: none"> • Agency Presentation • Agency Presentation • Community Service Evaluation Form • Volunteer Time Log • Student Evaluation of the Agency Form
Week 16	M	5/2/11	<ul style="list-style-type: none"> • Agency Presentations • Course evaluations 		
	W	5/4/11	<ul style="list-style-type: none"> • Agency Presentations • Review for the Final 		• Assessment Paper
FINAL	W	5/11/11 2:00 – 4:30 PM	<ul style="list-style-type: none"> • Final Exam – Covers material discussed after the mid-term 		• Final Exam

X. OTHER INFORMATION AND UNIVERSITY POLICIES

Dropping the Class:

If you choose to drop this course at any point during the semester, please be attentive to specific University calendar dates established for completing this process. It is your responsibility to complete the necessary paperwork according to the University's schedule. Not doing so will result in a failing grade.

Student Support Services/Student Retention:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2).

For this class, be attentive to the manner in which you use and cite reference material. When in doubt, it is best to insert a citation. Avoid the excessive use of quotations – cited or not – and if you use any kind of a writing tutor, be careful about the degree of assistance they provide to you. Assignments are intended to represent YOUR work – for better or worse - so over-reliance on outside help is discouraged. **The instructor reserves the right to give a grade of "F" for the course as a whole to any student found guilty of academic dishonesty** (including, but not limited to, cheating, plagiarism, collusion) of any assignment by the Office of Student Conduct.

Americans with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please see me at the beginning of the semester. Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. The student's responsibility is to inform the instructor of the disability at the beginning of the semester and provide documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) that is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Bomb threats

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Librarian to Contact

The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the Social Work Electronic Library (SWEL) located in Building A: Suite 111 of the UTA Social Work Complex at 211 South Cooper Street, Arlington, Texas. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, or through the SWEL phone: (817) 272-7518. His SWEL office hours are usually: 10:00 am to 6:00 pm, Monday through Thursday. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page. The SWEL library contains a number of computer work stations and printing facilities, and resource guides for conducting research.

E-Culture Policy

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. All communication for this class will be conducted through the UTA email system. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington.

Students are responsible for checking their UTA issued email regularly.

Incompletes:

Incompletes are given only in exceptional and very rare situations that involve Acts of Nature and/or other things beyond the ability of the student to anticipate or overcome. Computer problems, for example, do not constitute grounds for an incomplete, nor does misreading the syllabus.

Grade Grievance Policy

It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment

or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean's decision, they may appeal it to the dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

Course Confidentiality Agreement

In a Direct Practice Class, I recognize the value and importance of free and open classroom discussion. Students are encouraged to express opinions and offer observations relevant to course content. In sharing information about others, students are expected to protect the confidentiality of those individuals. Other students in the classroom are expected to treat classmates' comments with respect and courtesy, and to protect the confidentiality of comments and observations offered in the classroom, to the extent possible under law and college/school policy. Students are expected to refrain from divulging information to others outside of the classroom. The confidentiality of classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and/or policies which may require disclosure. In writing papers and in class discussions it is important for students to disguise any potentially identifying information about others.

Student's signature**Date**