

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: Fall, 2015****Course Title: Advanced Micro Practice****Course Prefix/Number/Section: SOCW 6325-008****Instructor Name: Bruce L. Bower, MSW, LCSW, Assistant Professor in Practice****Office Number: SWCA 201A****Email Address: bower@uta.edu****Office Hours: Mon. 2:00 to 5:00 PM; Thur. 9:00 AM to noon****Day and Time: Thursday, from 2:00 to 4:50 PM****Location (Building/Classroom Number): SWCA 219****Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.****Blackboard: https://elearn.uta.edu/webapps/login/** |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

[This course builds] on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation, in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

**Detailed course description:**

 Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are asking for assistance. Therefore, the focus for students in the advanced ear is to relate a range of intervention strategies to various client populations relevant to students’ work concerns. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

 Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior, data-based treatment, and practitioner variables and accountability are common elements emphasized in this course.

**B. Measurable Student Learning Outcomes - CORE/Advanced 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

* advocate for client access to the services of social work;
* 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;
* engage in career-long learning; and
* use supervision and consultation.

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| Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues. |

**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

* recognize and manage personal values in a way that allows professional values to guide practice;
* make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
* tolerate ambiguity in resolving ethical conflicts; and
* apply strategies of ethical reasoning to arrive at principled decisions.

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| Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children. |

**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

* distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
* analyze models of assessment, prevention, intervention, and evaluation; and
* demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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| Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children. |

**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

* use practice experience to inform scientific inquiry and
* use research evidence to inform practice.

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| Children and Families |
| Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families. |
| Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members. |

**Educational Policy 2.1.10(a-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(c) - Intervention**

Social workers

* initiate actions to achieve organizational goals;
* implement prevention interventions that enhance client capacities;
* help clients resolve problems;
* negotiate, mediate, and advocate for clients; and
* facilitate transitions and endings.

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| Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families. |

**C. *Required* Text(s) and Other Course Materials:**

Coady, N. & Lehmann, P. (Eds.) (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (2nd Edition). New York: Springer Publishing.

Prochaska, J.O. & Norcross, J.C. (2013). *Systems of psychotherapy; A transtheoretical analysis.* Stamford, CT: Cengage Learning.

**D. Additional *Recommended* Text(s) and Other Course Materials:**

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

Green, W. & Simon, B.L. (Eds.). (2012). *Columbia guide to social work writing.* New York: Columbia University Press.

Turner, F.J. (Ed.) (2011). *Social work treatment: Interlocking theoretical approaches* (5th Edition). New York: Oxford University Press.

Wedding, D. & Corsini, R.J. (Eds.) (2013). *Current psychotherapies* (10th Edition). Belmont, CA: Brooks/Cole Publishing.

**E. Major Course Assignments & Examinations:**

**Discussion Papers:**

 Final grades will be partially based on four bi-weekly discussion papers of one of the theories presented in class over the past two weeks. These four papers should be ***no less than three (3) and no longer than four (4) pages*** each, from our discussions of the theories as applied to the semester case occurring during the previous two weeks. Note that for these discussion reports, no references are required; the point of this discussion exercise is to encourage critical thinking of the material. At the beginning of the semester all of you will have been given a case (or cases) that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted every second week (the due dates are listed in the course outline, below), so it is a good idea to write your thoughts down as they are being discussed. You are only required to submit one report on one intervention model. Please note that these reports are to be handed in on the dates specified above. ***No late reports will be accepted!*** These will count for 50% of your final grade. The grading rubric for the discussion papers is as follows:

1. Provide a clear statement as to which issue of Laura’s is being discussed
2. State which intervention model you are discussing
3. What are the key features of the intervention model
4. Provide a brief statement about how you will apply the model
5. Give a brief statement about which aspects of the model would be most helpful, and why (or why not).

 The remaining 40% of your final grade will be based on a final (major) paper that is due November 23rd, 2015 at the end of the day (2358h.). ***No late papers will be accepted after the due date. Failure to submit assignments on the specified date will result in a failing grade for the assignment.*** The only exceptions that will be considered are any life circumstances any of us would see as an emergency, and this will be determined on a case-by-case basis. Of course if you wish to submit your major paper earlier than the due date, by all means do so. **Note: All assignments are to be submitted by midnight of the due date, electronically as a Word-compatible document by email. They will be evaluated and graded and returned also by email. No hard-copy papers will be accepted, except in extenuating circumstances.**

**Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3**

**Major Paper:**

 Assessment of an intervention theory: You will be required to examine and identify in detail an intervention theory different from the other four already covered in the discussion papers, including its history (which includes key figures), basic assumptions of the theory, and examples of how the theory is applied. This will provide the foundation for a more important effort: at some point developing your own theory of intervention. Your first task is to decide which intervention model you wish to assess. You may select any of the models listed in the course outline. Your final written report **must** follow the outline below. You will note that the first three points are theoretical, and the last two are more subjective. ***Your paper will not be graded if the outline and headings provided are not used.***

 A. **History of the theory:** How was the theory initially formulated and who were the major proponents?

B. **Basic Assumptions:** this would include implicit and explicit assumptions about individuals, systems and/or families. What are the central tenets, assertions, hypotheses, statements and/or points regarding the theory? What are the theory’s underlying assumptions about human nature, epistemology, and the role of the relationship between the worker and the client system in affecting change?

 C. **Examples of what the intervention might look like:** what are the actual behaviors and techniques used with this intervention model?

 D. **Overall impression of the model:** Does it make intuitive sense? Could you see yourself using this type of intervention? What are the relative strengths and weaknesses of this model?

 E. **Specific application of the model:** Go to the Expert Theory Case Analysis site associated with the Corsini & Wedding text and select one of the three case examples listed there. Address specifically how you would use the intervention model you have selected to help with the client you have chosen, and provide a rationale for your choice. To access the case analysis site use the following link: http://theories.brookscole.com . (You may need to cut/paste this link to your browser.) You will need to login information below:

**User name:** counsel1

**Password:** theoriessite

**Some additional points:**

* Your assessment paper should be no less than ten (10) and no more than fifteen (15) double-spaced pages (*excluding* references and title page). You must use one inch margins and font size no larger than 12-point;
* ***The intervention model you choose must be different from the other four already discussed in the previous discussion papers.*** This way you will have covered four intervention models as applied to one case, and then one intervention model to a different case in substantially more detail. This will require some important planning at the beginning of the semester to determine which will be your major focus for the final paper.
* Include a brief introduction and cover page; you will be penalized if there is either no abstract of introduction. Your paper will require coverage of the five sections listed above, or it will not be graded. You will need to write in the (usual) third-person at all times, except in the last two sections where you are providing your own evaluation of the intervention model you have chosen.
* Documentation is required, following APA style format. A minimum of ten (10) references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that because they are edited with several authors contributing each chapter, *you need to cite the chapter,* ***not*** *the book*. You will be penalized if this is not followed.
* This paper is worth 40% of the final grade and is due at the end of the day (2358h.), Thursday, November 19th, 2015. Late papers will not be accepted, except in extenuating circumstances as noted above. Grading will be based on how well you cover the theory in the five sections, as well as spelling, grammar, and adherence to APA style guidelines.

***Please note: All written material is to be electronically submitted through SafeAssign within Blackboard. Please do not submit hard copy. This way all papers and comments can be electronically saved and returned to you.*** The format for sending all papers should have the file name as follows:

 [***your*** last name]\_6325-000\_[paper name, like “discussion1” or “major\_paper”]. Here is an example (without the quotes):

“***[your last name]\_6325-001\_discussion4*”**

**OR**

**“*[your last name]\_6325-001\_major\_paper***”

**Core competency 2.1.1 sub points 2-3; core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-4**

***One final note: All papers (both discussion and major) are to be submitted as original work; for the purposes of this course, submitting material from work done for previous courses will be considered plagiarism. No group projects are allowed.***

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Grading scheme:

 Discussion papers: 50%

 Major paper: 40%

 Class participation 10%

Final grades will be according to the UTA Graduate School guidelines:

 4.0 (90-100) A

 3.0 (80-89) B

 2.0 (70-79) C

 1.0 (60-69) D

 0.0 (0-59) F

 Students are expected to keep track of their own performance throughout the course and seek guidance from available resources (including the instructor), if their performance drops below satisfactory levels.

**G. Make-Up Exam or Assignment Policy**:

There are no make-up assignments for this course. I will make every effort to provide you with the feedback you need to progress through the course. ***Please note: NO INCOMPLETES WILL BE GIVEN FOR THIS COURSE.***

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

I expect you to attend all classes and participate in discussions. Missing any classes creates a significant gap in the overall course. In addition to decreasing grades when more than three class sessions are missed, I will not provide make-up material for missed classes.

 Disruptions in the class learning environment and of other class participants will not be tolerated and will result in the disrupting student being required to leave the classroom and not return. No further scores will be entered on that student’s record, which will result in a failing grade for that student. Please be aware of and adhere to the following: Students are expected to be on time, attend all classes, and stay until the completion of the class session.

 Students are to complete all reading assignments *prior* to the class in which that material is being covered, and be prepared to participate in class discussions (a significant part of this class). All written assignments are due at the time and date specified elsewhere in this syllabus. Assignments turned in after the due date will not be accepted. Assignments are to be complete at the time of submission. No papers or assignments may be resubmitted once a grade is given. All graduate students in the UTA School of Social Work are expected to know and ascribe to the NASW Code of Ethics upon admission to the School, and are responsible for adhering to standards of professional conduct with colleagues and faculty, as well as others in the SSW graduate program.

 All electronic devices, such as laptop computers, cell phones, and music players are to be turned off as a courtesy to the instructor and fellow students. The one exception is the use of laptop computers and hand-held recorders for the purpose of taking notes. To preserve academic integrity, ***USE OF ELECTRONIC DEVICES FOR THE PURPOSE OF EMAILING, NET-SURFING, GAME-PLAYING, OR ANY OTHER USE DURING CLASS TIME IS STRICTLY PROHIBITED.***

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**Date Topics Covered Required Readings**

Aug. 27 Introduction to the course **Prochaska & Norcross, Ch. 1**

 -Introduction of the instructor **Coady & Lehmann, Ch. 1, 2**

 -Introduction of the students

 -Review of the syllabus

 -Theory thinking

 -What is theory?

 -What is practice theory?

 -What is the relationship

 between theory and the

 choice of intervention?

 -Critical thinking skills

 -Introduction of the case(s)

Sep. 03 Psychodynamics I **Prochaska & Norcross, Ch. 2**

 -History

 -Ego psychology

Sep. 10 Psychodynamics II **Coady & Lehmann, Ch. 6**

 -Object relations theory **Prochaska & Norcross, Ch. 3**

 -Attachment theory

 -Adlerian approaches

Sep. 17 **[Discussion paper #1 due]**

 Relational Theory/Therapy **Coady & Lehmann, Ch. 7**

Sep. 24 Interpersonal Psychotherapy (IPT) **Prochaska & Norcross, Ch. 7**

Oct. 01 **[Discussion paper #2 due]**

 Family Systems (Bowen) **Prochaska & Norcross, Ch. 12**

 Structural Family Therapy (Minuchin) **Coady & Lehmann, Ch. 4**

Oct. 08 Rational-Emotive Behavior Therapy **Prochaska & Norcross,**

Cognitive Therapy **Ch.9,10**

 **Coady & Lehmann, Ch. 9**

Oct. 15 **[Discussion paper #3 due]**

 Dialectical Behavior Therapy **Prochaska & Norcross, Ch. 11**

Oct. 22 Existential Theory/Therapy **Prochaska & Norcross,**

Humanistic/Person-Centered Therapy **Ch. 4, 5**

 **Coady & Lehmann, Ch. 12, 13**

Oct. 29 **[Discussion paper #4 due]**

 Motivational Interviewing **Prochaska & Norcross, Ch. 5**

 Constructivism and Interventions **Coady & Lehmann, Ch. 16**

 **Prochaska & Norcross, Ch. 15**

Nov. 05 Narrative Therapy **Coady & Lehmann, Ch. 15, 17**

 Solution-focused Therapy

Nov. 12

Experiential (Gestalt) Therapy **Prochaska & Norcross, Ch. 6**

Nov. 19 \*\***[Final Paper Due]\*\***

Crisis Intervention **Coady & Lehmann, Ch. 19**

Dec. 03 Integrative approaches **Prochaska & Norcross,**

 **Ch.16, 17**

 **Coady & Lehmann, Ch. 1, 2,**

 **3, 21**

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Official grades cannot be given by email or individually by the instructor, per University Policy.*

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional four hours for each hour of class or lecture per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the SWCA, room 301C, Mondays and Tuesdays from 4:00 to 7:00 PM, and in the campus Central Library, room 410, Monday to Friday from 10:00 AM to 4:00 PM. He may also be contacted via E-mail: dillard@uta.edu. Below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page http://www.uta.edu/library

Subject Guides http://libguides.uta.edu

Subject Librarians http://www-test.uta.edu/library/help/subject-librarians.php

Database List http://www-test.uta.edu/library/databases/index.php

Course Reserves http://pulse.uta.edu/vwebv/enterCourseReserve.do

Library Catalog http://discover.uta.edu/

E-Journals http://utalink.uta.edu:9003/UTAlink/az

Library Tutorials http://www.uta.edu/library/help/tutorials.php

Connecting from Off- Campus http://libguides.uta.edu/offcampus

Ask a Librarian http://ask.uta.edu

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period; for this semester the last day to drop classes is November 04. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(http://wweb.uta.edu/aao/fao/).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**R. Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). 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 University of Texas at Arlington School of Social Work 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.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*