



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

**Semester/Year:** Spring 2017

**Course Title:** Integrative Seminar

**Course Prefix/Number/Section:** SOCW 5395 (formerly SOCW 6305)-011

**Instructor Name:** Courtney Cronley, PhD, MSSW

**Faculty Position:** Assistant Professor

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**Office Hours:** Mon. and Thurs. 2:00 PM - 4:00 PM

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: <https://elearn.uta.edu>

### A. Description of Course Content

The Integrative Seminar provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize research, theory, knowledge and skills learned in the course of their professional graduate education in social work. The perspective undergirding this seminar is that professional social work practice requires the mastery of a substantial body of social work and social science knowledge, skills, and values/ethics, with application to all levels of client systems: micro, mezzo and macro as well as administration of human service programs. This course is required of all non-thesis students in their final semester of coursework. A grade of C or better must be earned in this seminar to pass. If this requirement is not met, the student must repeat the course.

### B. Student Learning Outcomes

SOCW 6305 addresses all three of the goals for MSW Education at UTA's School of Social Work:

Goal 1: Prepare MSW students to practice effectively and ethically with the full range of social systems, emphasizing *evidence-informed practice*, a strengths approach, diversity, social justice, *empowerment*, and a critical thinking perspective.

Goal 2: Prepare MSW students who understand the global, organizational, institutional and structural contexts of social work practice and who are prepared to assume the responsibility for leadership positions, as well as engaging in lifelong learning.

Goal 3: Prepare MSW students, by valuing social work history and the integration of social work knowledge, to understand professional social work and to be prepared for advanced level specialization in practice with Children and Families, Mental Health and Substance Abuse or Community and Administrative Practice.

The course, as a capstone and integrating experience, relates to and advances the School's goals by reminding students of, and having them apply, key concepts of their education such as evidence-informed practice, strengths approach, diversity, social justice, empowerment and critical thinking (Goal 1). The course also requires students to address a practice situation with knowledge from all areas of coursework [policy, practice (direct practice & community and administrative practice), HBSE, and research], thus preparing them for understanding organizational contexts of social work practice. Being prepared this way allows students to be ready to assume leadership positions and develops habits conducive to lifelong learning (Goal 2). Finally, the course requires a demonstration of and integration of social work knowledge, while being adaptable to each student's interests and serving as a final preparation for advanced practice.

### **Definitions of Key Concepts to Address**

The following terms are key concepts and terms that guide social work practice and education in the UTA-SSW. Your work this semester should reflect your understanding of these concepts and your ability to apply them to 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).

**Strengths-based Social Work** seeks to explore and exploit the strengths and resources of clients and environments to better help them achieve their goals (Saleebey, 2002).

**Diversity** reflects knowledge about and sensitivity to differences between individuals, groups and individuals within groups, with an emphasis on vulnerable populations and cultures. Understanding and accepting diversity is vital in social work assessment, planning, intervention and research.

**Social Justice** has many different definitions, largely depending on one's philosophical and political viewpoints. Van Soest (1995) indicates that three main types of social justice viewpoints exist: legal justice, communitative justice and distributive justice. Social work's approach is largely in the John Rawls (1971) distributive justice tradition, sometimes referred to as an egalitarian view (Van Soest, 1995, p. 1811) or fairness model (Iatridis, 1994, p. 67). In this approach, equality of outcome is stressed, rather than equality of input, a view more associated with Robert Nozick (1974) and other conservative or libertarian authors.

**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."

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 situation but an ongoing, dynamic

process, a process leading to a greater degree of social justice and equality.

**Critical Thinking Perspective** “involves clearly describing and taking responsibility for our claims and arguments, critically evaluating our views no matter how cherished, and considering alternative views” (Gambrill, 1997, p. 126).

By addressing all three MSW program goals, SOCW 6305 also addresses the following MSW educational objectives in Children and Families, Mental Health and Substance Abuse, or Community and Administrative Practice, depending on which specialization the student has chosen.

By the end of the semester, students will be able to:

1. Synthesize and apply knowledge from theory and research in the five content areas in the school's program to a selected practice system (e.g., individual, couple, small group, team, organization, or community).
2. Analyze their selection of theory, research, and values/ethics with their particular practice system and evaluate the relevancy of the selection.
3. Demonstrate evidence of an understanding of the connections between theory, research, interventions, and values/ethics.
4. Demonstrate in writing how the selected intervention was applied with the practice system and evaluate the outcome.
5. Critique the knowledge and interventions used in terms of strengths and limitations and explain their justification for what they selected to use.
6. Explain how factors of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation affect the client system.
7. Explain how factors of social and economic justice are demonstrated by the practice situation or agency and through the selected interventions for the client system.
8. Evaluate what was most important in what they learned from this assignment. They will explain the criteria used for this evaluation.
9. Propose a plan for continued professional development.

### **C. Required Textbooks and Other Course Materials**

In this class, you will use all required and recommended reading materials from all content areas in the courses you have completed or are currently taking in your MSW Program. Thus, course materials include all textbooks, related books, peer-reviewed journal articles, government documents, data and statistics.

### **D. Additional Recommended Textbooks and Other Course Materials**

#### **Resources for Papers**

In addition to the texts and supplemental readings from each of your UTA Social Work classes, other sources may be used in your papers. One that I recommend is the 20<sup>th</sup> edition of the *Encyclopedia of Social Work* (2008), <http://socialwork.oxfordre.com/>, which offers succinct articles about topics including:

Child Welfare;

Codes of Ethics;

Ecological Framework;

Ethics and Values;

Ethnic and other groups you might be writing about;

Family Therapy;

Groups;  
Interorganizational Practice;  
Life Span (by age groups);  
Macro Social Work Practice;  
Mental Health;  
Organizational Development and Change;  
Person-in-Environment;  
Policy Practice;  
Political Social Work;  
Program Evaluation;  
Qualitative Research;  
Quantitative Research;  
Rural Practice;  
School Social Work;  
Termination and many, many more

## **Additional Text Resources**

### **Social Justice, Diversity, and Empowerment**

Anderson, S.K. and Middleton, V.A. (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA. Brooks Cole.

Barry, B. (2005). *Why social justice matters*. Malden MA Polity Press.

Bent-Goodley, T.B. (2008). Social and economic justice. In B. White, K. Sowers, & C. Dulmus (Eds.). *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* (pp. 419-439). Hoboken, NJ: John Wiley & Sons, Inc.

Davis, K.E. & Bent-Goodley, T.B. (2004). *The color of social policy*. Alexandria, VA. CSWE.

Diller, J.V. (2004). *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks Cole

Hurst, C.E. (2007). *Social inequality: Forms, causes and consequences* (6th ed.) .Boston, MA: Allyn and Bacon.

Hoefer, R. (2006). *Advocacy practice for social justice*. Chicago, IL: Lyceum.

Reichert, E. (2006). *Understanding human rights*. Thousand Oaks CA. Sage.

Schiller, B.R. (2008). *The economics of poverty and discrimination* (10th ed). NJ Pearson/Prentice Hall

## **Books on Ethics, Critical Thinking, and the Profession**

- Barber, J.G. (2008). Putting evidence-based practice into practice. In B. White, K. Sowers, & C. Dulmus (Eds.). *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* (pp. 441-449). Hoboken, NJ: John Wiley & Sons, Inc.
- Dolgoff, R., Leowenberg, F.M., & Harrington, D. (2005). *Ethical decisions for social work practice*, 7<sup>th</sup> edition. Belmont, CA: Brooks/Cole.
- Gambrill, E. (2007). *Social work practice: A critical thinker's guide*. (2<sup>nd</sup> edition). New York: Oxford.
- NASW (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW.
- Pack-Brown, S.P. & Williams, C.B. (2003). *Ethics in a multicultural context*. Thousand Oaks, CA: Sage.
- Reamer, F. G. (1998). *Ethical standards in social work: A critical review of the NASW code of ethics*. Washington, DC: NASW Press.
- Reamer, F.G. (1993). *The philosophical foundations of social work*. New York: Columbia Univ. Press.
- White, B., Sowers, K., & Dulmus, C. (Eds.). (2008) *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1*. Hoboken, NJ: John Wiley & Sons, Inc.

## **Generalist Texts**

- Birkenmaier, J., Berg-Weger, M., & Dewees, M.P. (2014). *The practice of generalist social work*, 3<sup>rd</sup> ed. New York, NY: Routledge.
- DuBois, B. & Miley, K.K. (2014). *Social work: An empowering profession* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Kirst-Ashman, K. K., & Hull, Jr., G. H. (2012). *Understanding generalist practice* (6<sup>th</sup> ed.). Chicago: Nelson-Hall.
- Kirst-Ashman, K.K. & Hull, G.H. (2011). *Generalist practice with organizations and communities* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Netting, F.E., Kettner, P.M., & McMurtry. (2012). *Social work macro practice* (5<sup>th</sup> ed.). Boston, MA: Pearson.

## **Human Behavior and the Social Environment**

- Ashford, J., LeCroy, C., & Lortie, K. (2010). *Human behavior in the social environment: A multidimensional perspective* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Dale, O., Smith, R., Norlin, J., & Chess, W. (2009). *Human behavior and the social environment: Social systems theory*. Boston: Allyn & Bacon.
- Hutchison, E.D., ed. (2011). *Dimensions of human behavior: The changing life course*. Thousand Oaks, CA: Sage
- Johnson, M. M. & Rhodes, R. (2015). *Human behavior and the larger social environment: Context for social work practice and advocacy* (3<sup>rd</sup> ed.). Chicago, IL: Lyceum.
- Koppelman, K.L. (2014). *Understanding human differences: Multicultural education for a diverse America*. Boston, MA: Pearson.

Payne, M. (2005). *Modern social work theory* (3<sup>rd</sup> ed.). Chicago: Lyceum Books, Inc.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

van Wormer, K. (2011). *Human behavior and the social environment: Individuals and families*, 2<sup>nd</sup> ed. New York: Oxford.

van Wormer, K. & Besthorn, F. (2011). *Human behavior and the social environment: Groups, communities & organizations*, 2<sup>nd</sup> ed. New York: Oxford.

## **Social Policy**

Dolgoft, R. & Feldstein, D. (2012). *Understanding social welfare* (9th ed.). Boston: Allyn & Bacon.

Ginsberg, L. & Miller-Cribbs, J. (2005). *Understanding social problems, policies and programs*. 4<sup>th</sup> ed. Columbia, SC: University of South Carolina.

Hoefer, R. (2006). *Advocacy practice for social justice*. Chicago, IL: Lyceum.

Karger, H. J., & Stoesz, D. (2014). *American social welfare policy: A pluralistic approach* (7th ed.). Boston, MA: Pearson.

Poppo, P.R., & Leighninger, L. (2011). *The policy-based profession: An introduction to social welfare policy for social workers* (5th ed.). Boston: Allyn & Bacon.

## **Direct Practice**

Cournoyer, B. (2013). *The social work skills workbook* (7th ed.). Belmont, CA: Wadsworth.

Gambrill, E. (2007). *Social work practice: A critical thinker's guide*. (2<sup>nd</sup> edition). New York: Oxford.

Hepworth, D.H., Rooney, R.H, Rooney, G.D., & Strom-Gottfried, K. (2012). *Direct social work practice: Theory and skills*. Pacific Grove, CA: Brooks/Cole.

Jordan, C. & Franklin, C. (2011). *Clinical assessment for social workers: Quantitative and qualitative methods*. 3<sup>rd</sup> edition. Chicago: Lyceum.

Lum, D. (2004). *Social work practice with people of color* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Meares, P.A. & Garvin, C. (2000). *The handbook of social work direct practice*. Thousand Oaks, CA: Sage Publications

Sharf, R.S. (2008). *Theories of psychotherapy and counseling: Concepts and cases* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Sheafor, B.W. & Horejsi, C. R. (2008). *Techniques and guidelines for social work practice* (8<sup>th</sup> ed.). Boston: Allyn & Bacon.

Sowers, K.M., Rowe, W. & Rapp-Paglicci, L.A., eds. (2008). *Comprehensive Handbook of Social Work and Social Welfare: Social work practice, Volume 3*. Hoboken, NJ: John Wiley & Sons, Inc.

## **Community and Administrative Practice**

- Brody, R. & Nair, M.D. (2013). *Effectively managing and leading human service organizations* (4th ed). Thousand Oaks, CA: Sage.
- Coley, S. M. & Scheinberg, C. A. (2008). *Proposal writing* (3rd ed.). Newbury Park, CA: Sage.
- Denhardt, R.B., Denhardt, J.V., & Aristigueta. (2009). *Managing human behavior in public and nonprofit organizations*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.
- Dolgoff, R. (2005). *An introduction to supervisory practice in human services*. Boston, MA: Pearson.
- Fauri, D.P., Wernet, S.P., & Netting, F.E. (2008). *Cases in macro social work practice*. (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Gibelman, M. (2003). *Navigating human service organizations*. Chicago: Lyceum.
- Green, P. & Haines, A. (2012). *Asset building and community development*, 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage Publications.
- Homan, M. S. (2011). *Promoting community change: Making it happen in the real world*, 5th edition. Pacific Grove, CA: Brooks Cole.
- Hardcastle, D.A. (2011). *Community practice: Theories and skills for social workers* (3<sup>rd</sup> ed.). New York: Oxford.
- Johnson, J.L. & Grant, G. (2005). *Community practice*. Boston: Allyn and Bacon.
- Kettner, P.M., Moroney, R.M., & Martin, L.L. (2013). *Designing and managing programs* (4th ed.). Thousand Oaks, CA: Sage.
- Minkler, M. (2012). *Community organizing and community building for health and welfare*, 3<sup>rd</sup> ed. New Brunswick, NJ: Rutgers Univ. Press.
- Netting, F.E., Kettner, P.M., & McMurtry. (2012). *Social work macro practice* (5<sup>th</sup> ed.). Boston, MA: Pearson.
- Rothman, J., Erlich, J.L., & Tropman, J.E., eds. (2008). *Strategies of community intervention*, 7<sup>th</sup> ed. Balmont, CA: Brooks/Cole.
- Royse, D.; Staton-Tindall, M.; Badger, K., and Webster, J.M. (2009). *Needs assessment*. New York: Oxford.
- Tropman, J. E. (2003). *Making meetings work: Achieving high quality group decisions*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.
- Weil, M., Reisch, M.S., & Ohlmer, M. (Eds.). (2012). *Handbook of community practice*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.
- Weil, M.O. & Gamble, D.N. (1995). Community practice models. In *Encyclopedia of social work*, 19<sup>th</sup> ed., pp. 577-594. Washington: NASW Press/Oxford.

## **Research and Evaluation**

- Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6th Ed.). Boston, MA: Pearson.
- Grinnell, R. M. & Unrau, Y.A. (2014). *Social work research & evaluation: Foundations of evidence-based practice* (10th ed.). New York, NY: Oxford.

Rubin, A. & Babbi, E.R. (2013). *Research methods for social work*. (8th ed.). Belmont, CA: Brooks/Cole.

Weinbach, R. W., & Grinnell, R. M. (2010). *Statistics for social workers* (8th ed.). Boston, MA: Pearson.

## **E. Descriptions of Major Assignments and Examinations**

The purpose of this paper is to demonstrate a comprehensive understanding of practice and theory in your area of specialization. Select a client, client system or target population from your graduate level social work field practicum. The selected client or client system should reflect your chosen specialization. For example, if you are a CAP student you should select an agency, community or other social intervention. If your specialization is mental health, you should choose an individual, family or small group with mental health and/or substance abuse issues and concerns. If your area of specialization is family and children, you should choose an individual, family or small group with issues and concerns related to family and children. The client system you choose for your paper should be a real case from your field placement. If you have an issue or problem with selecting a case from your field placement, please see or talk with your instructor. All exceptions must be approved by the instructor. **In no circumstances are family members, friends, or characters from media to be used as the client system in the paper.**

### **Integrative Paper Outline**

#### **I Client Situation. (10 points)**

##### **2-3 pages**

**Describe the client system.** (e.g., individual, family, other small group, larger group, team, program, agency, organization or community) **and the client's situation** that is the reason for your intervention. Include a discussion of how this client's situation fits into your area of specialization. For example, if your area of specialization is mental health, describe how the client's issues/concerns fit the definition of mental health, mental illness, and/or mental well-being.

#### **Apply, synthesize and analyze knowledge, theory, and skills in relation to the client system**

##### **• Human Behavior and the Social Environment (10 points)**

###### **2-3 pages**

**Select and describe one or more of the most relevant HBSE theories that contribute to the client's issues and concerns.**

**Briefly explain the theory and how this theory is relevant to your client's area of concern/problem situation.**

##### **• Social Policy (15 points)**

###### **3-4 pages**

**Select and describe one or more of the most relevant social policies relevant to the practice situation. This policy section refers to state and federal policies (laws, court decisions, or regulations), not agency policy. Be sure to cite the laws and policies correctly (as you should with all literature you reference).**

**Briefly explain the policy and how it is relevant to your client's area of concern/problem situation.**

**Use a policy analysis model to analyze the effectiveness of the policy for the general client group you have chosen and then your client specifically. Include carefully referenced literature sources including books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. While this is not expected in the space available to be a full policy analysis, you should draw on one of the policy analysis models with which you are familiar, and reference the model fully.**



**Based on your analysis, what would you advocate in terms of policy review, application, formulation, or revision?**

### **III. Engaging, Assessing, Intervening, and Evaluating Individuals, Families, Groups, Organizations, and Communities**

In this section you will demonstrate your ability to apply interventions from your area of specialization to the client situation.

- **Engagement (10 points)**

**2-3 pages**

Describe how you did engage the client in the assessment and intervention. What specific skills did you use to engage the client?

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- **Assessment (15 points)**

**3-4 pages**

Describe your efforts to collect, organize and interpret information about the client. What are the client's strengths and limitations?

Your assessment should include a discussion of relevant issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, stigma, and/or sexual orientation as applicable to your client. Be sure that your discussion of diversity links well with the client and or client situation.

Discuss how the issues of social and economic justice and human and civil rights may relate to this specific practice situation.

- **Intervention (15 points)**

**3-4 pages**

**Present a mutually developed and agreed upon intervention strategy with specific goals and objectives. Provide a rationale for your selection.**

**Describe your intervention from beginning to end, including termination. How did you help the client prevent or resolve problems? How did you negotiate mediate and advocate for your client. Select and discuss at least 3 practice skills (micro/macro) used in your intervention with the client.**

**Write a critique of your work with the client. What did you do well in terms of the intervention? What could have been done to improve the outcomes with the client? How was the intervention empowering? How may it have been discriminatory or oppressive?**

**Provide a discussion of whether the intervention was developed from a theoretical practice model. If so, which practice theory? If not, what practice theory could have been used to facilitate better outcomes? Regardless, analyze and provide evidence-based knowledge about the theory-based intervention (used or proposed) and its effectiveness.**

- **Evaluation (15 points)**

**3-4 pages**

**Select one of the methods used to evaluate change and improvement with clients/client systems (single subject, pretest/posttest or other). Provide a rationale for the evaluation method you selected. Describe the method and how you would facilitate using that method to collect data to assess change and improvement.**

#### IV. Conclusion (10 points)

##### 2-3 pages

Critically review your practice situation and intervention as an external observer and comment on the following:

Identify and describe one or more potential ethical and values issues related to this practice situation. Be sure to reference the NASW Code of Ethics in your discussion.

Discuss how this assignment raises issues of professional strengths and challenges.

Formulate a plan for lifelong professional learning and continuing education.

**NOTE: The final document should be between 20-25 double-spaced pages (not including references or a cover page) and in 12-point font. Your paper must adhere to APA style (6<sup>th</sup> edition).**

#### Grading Structure

The paper is divided into sections, and each of these sections will be submitted individually over the course of the semester. The due dates for each of the sections are listed in the Course Outline. **Sections must be submitted electronically via Blackboard by 11:59 pm on the Sunday of the week they are due.** Sections submitted after this deadline will be penalized five (5) points per day. You will receive a grade and feedback for each section that is submitted. At the end of the term, you will submit a final version of the complete paper that is reflective of the feedback you received on each section throughout the semester.

#### F. Grading

Assignments	Points Possible
Section I: Client Situation	100 (5%)
Section II.A: Human Behavior and the Social Environment	100 (5%)
Section II.B: Social Policy	100 (7.5%)
Section III.A: Engagement	100 (5%)
Section III.B: Assessment	100 (7.5%)
Section III.C: Intervention	100 (7.5%)
Section III.D: Evaluation	100 (7.5%)
Section IV: Conclusion	100 (5%)
Final paper due with feedback incorporated (noted with track changes)	100 (50%)

#### Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

### **G. Make-Up Exams**

There are no exams in this course. However, late written assignments will be reduced by five (5) points for each day that they are late. Exceptions will be made in extraordinary circumstances and with proper documentation.

### **H. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

I expect compliance with all assignment due dates and an indication of regular attendance to this online course.

### **I. Course Schedule**

<b>Session</b>	<b>Dates</b>	<b>Tasks</b>
1	Jan. 17	Review syllabus and introductory materials on Blackboard
2	Jan. 22	Section I: Client Situation
3	Feb. 5	Section II.A: Human Behavior and the Social Environment
4	Feb. 12	Section II.B: Social Policy
5	Feb. 26	Section III.A: Engagement
6	Mar. 5	Section III.B: Assessment
7	Mar. 19	Section III.C: Intervention
8	Apr. 2	Section III.D: Evaluation
9	Apr. 16	Section IV: Conclusion
10	Apr. 24	Incorporate feedback into final paper
11	Apr. 30	Final paper due with feedback incorporated (noted with track changes)

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.

### **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 three 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 Grievances**

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)  
Or MSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](https://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

## **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 the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

## **M. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962**, 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.uta.edu/library/help/subject-librarians.php>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
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. 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. 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://www.uta.edu/aao/fao/>).

## **O. Disability Accommodations**

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

## **P. Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

## **Q. Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

## **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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

## **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. Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

## **U. Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

## **V. Final Review Week**

For semester-long courses, 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.