Days and Time: Monday-Thursday, 10:30 a.m. – 12:30 p.m.
Instructor: Ericka Robinson-Freeman, LMSW
Classroom: SW Bldg. A Room 219
E-mail: erickarobinson@uta.edu
Office: Social Work Complex, Building A, 101F
Office hours by appointment only.

Course Description and Prerequisites:
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 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.

Prerequisite: Successful completion (final grade of C or above) in SOCW 2311.

Educational Objectives Addressed:
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 client’s 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.

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 to identify and develop skills in exploring relevant racial, cultural, gender, and spiritual issues when they arise in the professional relationship.
6. To increase the student's awareness of conflicts in her/his own value system and life experiences, and how these issues can influence professional work with clients.
7. To enable the student to evaluate his/her own personal characteristics, professional skills, and strengths and weaknesses in working with and relating to others.

**Student Learning Outcomes:**
By the end of the semester, each student will . . .
1. Articulate in class discussions, writing assignments, and role play experiences, knowledge of social work roles in the helping process.
2. Articulate in class discussions and class presentations increased awareness of how significant relationships, personal life experiences, and personal values influence one’s ability to respond empathetically to those in need.
3. Verbally, and in written work, respond to feedback that enables one to identify strengths, weaknesses, and areas for further growth.
4. 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.
5. Articulate in class discussions, and examination situations, the significance of concerns related to an individual's race, gender, culture, and sexual preference, which affect one’s ability to establish and maintain an accepting professional relationship with an individual in need.
6. Articulate in class discussions, writing assignments, and role play experiences basic skills used in establishing and maintaining professional helping relationships throughout the helping process.
7. Demonstrate in assignments, class discussions, and examinations, the integration of social and economic justice concerns in establishing professional social work relationships and advocating on behalf of clients.

**ATTENDANCE POLICY, CLASS PARTICIPATION and COMMUNICATION**

**Attendance Policy**
Due to the format, time frame, and content of this course, regular and punctual attendance is imperative and expected. Attendance is part of your final grade. As a matter of fairness and equity, **anyone missing more than one (1) scheduled class session will lose 5 points off his/her participation grade per day absent (unless emergency/extenuating circumstances as approved by instructor).** Additionally, it is expected for students to be on time and not leave early. Repetitive lateness, as well as leaving class early, may affect your final attendance-participation grade. Role will be taken at the beginning of each class. If it is necessary for you to be late or leave class early, please let me know in advance.

**Class Participation**
It is important for students to come to class prepared to take part in informed discussion each week, based upon the class readings. This part of the grade will be determined by class attendance and participation in discussions and group work.

**Communication and Feedback**
I will be available by email or in person 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.

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. Please contact me via email or in person (either before or after class) to schedule a time to meet.

Class Environment
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. Each student will sign a course confidentiality agreement online.

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

Readings: Readings will be assigned from the textbooks and may be augmented with class handouts and online exercises. 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 will be used as a mechanism to deliver class materials, assignments, and exams. If you need assistance utilizing Blackboard, please let me know.

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 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Final Review Week: A period of five class days prior to the first day of final examinations is designated by the University 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.

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIAL


RECOMMENDED TEXT
ASSIGNMENTS, EXAMINATIONS, AND GRADING

Exams (2) – 25% Each
Two examinations will be given during the semester. Exam II will NOT be comprehensive. Exam material will come from lectures, assigned readings, videos, and any supplemental readings posted on Blackboard. A review will be provided for each exam. If you must miss an exam for an unavoidable reason, you must contact me by email or phone before the time of the scheduled exam.

Ethics Group Presentation – 20%
Working in small groups, students will make a 15-20 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.

Dos and Taboos Written Assignment – 10%
Each student will submit online a 2-3 page document exploring a chosen cultural or ethnic group’s “Do’s” and “Taboos.” Students will conduct online research and cite references in accordance with APA guidelines. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

Online Training Assignments - 10%
Students will visit www.Txhealthsteps.com and complete two continuing education mini-courses. Students will turn in copies of their course certificates as proof of completion. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

Participation – 10%
Each student is allowed up to one (1) absence without grade reduction penalty. Each absence after the first (1st) absence will result in a 5 point reduction in attendance-participation grade per absence. (e.g. absence #2 = 95, absence #3=90, etc.). In addition, active participation is expected during in-class activities.

Extra Credit - 5 points
Council on Social Work Education (CSWE) Entrance Survey. Students will receive an email and link via Blackboard to complete this educational survey by an identified date. Completing this survey can be seen as part of your professional development! Students who complete the survey on time will receive five (5) bonus points on Exam I.

Service Learning Opportunity
From time to time university activities and community service learning opportunities are presented which are beneficial to the learning experience of this class. At my discretion, the class may participate in such opportunities and extra credit may be given.

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. All papers must follow APA guidelines. 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.
Grading
90 and Above = A
80 - 89.9 = B
70 – 79.9 = C
60 - 69.9 = D
Below 60 = F

All assignments will be due on the date listed on the class schedule. **Ten points will be deducted for late assignments. No assignment will be accepted after 5 days late.**

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. All written assignments must follow APA guidelines. 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.

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 needs of the class. Modifications will be distributed to students in a timely fashion either via email, Blackboard, or classroom distribution.

OTHER INFORMATION AND UNIVERSITY POLICIES

1. **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 the student's responsibility to complete the necessary paperwork according to the University's schedule. **Not doing so will result in a failing grade. Students will not be automatically dropped for non-attendance.**

2. **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. 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, or view the information at www.uta.edu/resources.

3. **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). All students enrolled in this course 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.*

   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.

4. **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 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, located in the lower level of the University Center.

5. 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.

6. Librarian to Contact: The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the main library. He may also be contacted via E-mail: dillard@uta.edu. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page.

7. 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.

8. 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. A student MUST contact Professor Robinson-Freeman directly prior to the end of the semester to determine if an incomplete is warranted or available.

9. 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.

10. Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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.

11. 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 exit. 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.
# Class Schedule

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus Review and Assignments &quot;Introduction&quot;</td>
<td>Cournoyer, et al Ch 1</td>
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<tr>
<td>7/8/14</td>
<td>&quot;The Field of Family Social Work&quot;</td>
<td>Collins, et al Ch. 1</td>
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<tr>
<td>(Tues)</td>
<td>&quot;What is Family?&quot;</td>
<td>Collins, et al Ch. 2</td>
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<tr>
<td>7/9/14</td>
<td>&quot;Ethical Decision Making&quot; <em>Ethics Group Assignment</em></td>
<td>Cournoyer, et al Ch. 5</td>
<td>Class Time for Group Work</td>
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<td>(Wed)</td>
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<td>NASW Code of Ethics</td>
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<td>7/10/14</td>
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<tr>
<td>Week 2</td>
<td>&quot;Introduction to Professionalism&quot;</td>
<td>Cournoyer, et al Ch. 2</td>
<td>Class Time for Group Work</td>
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<tr>
<td>7/14/14</td>
<td>Online Assignment and Group Work Time (on own)</td>
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<tr>
<td>(Mon)</td>
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<tr>
<td>7/15/14</td>
<td>&quot;Family Systems&quot;</td>
<td>Collins, et al Ch. 3</td>
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<tr>
<td>(Tues)</td>
<td>&quot;Practical Aspects of Social Work&quot;</td>
<td>Collins, et al Ch. 6</td>
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<tr>
<td>7/16/14</td>
<td>Ethics Group Presentations *Review on own for Exam I (Posted on Blackboard.)</td>
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<td>7/17/14</td>
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<td>Week 3</td>
<td>Exam I - Online</td>
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<td>Exam I – Online. No In-Person Class</td>
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<td>7/21/14</td>
<td>&quot;Family Strengths and Resilience&quot;</td>
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<td>(Mon)</td>
<td>&quot;Talking and Listening&quot;</td>
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<td>7/22/14</td>
<td>&quot;Preparing&quot;</td>
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<td>(Tues)</td>
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<tr>
<td>7/23/14</td>
<td>Online Assignment</td>
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<td>7/24/14</td>
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<tr>
<td>Week 4</td>
<td>&quot;The Beginning Phase&quot;</td>
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<td>7/28/14</td>
<td>&quot;Beginning&quot;</td>
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<td>(Mon)</td>
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<tr>
<td>7/29/14</td>
<td>&quot;Exploring&quot;</td>
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<td>(Tues)</td>
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<tr>
<td>7/30/14</td>
<td>&quot;Qualitative Family Assessment&quot;</td>
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<td>7/31/14</td>
<td>Online Assignment -</td>
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7/15: Training Assignment #1 ONLINE ASSIGNMENT– No In-Person Class

7/24: “Cultural Do's and Taboos” ONLINE ASSIGNMENT– No In-Person Class

7/31: Training Assignment #2 ONLINE ASSIGNMENT– No In-Person Class
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>8/4/14 (Mon)</td>
<td>“Assessment: Intrapersonal” *Review on own for Exam II (Posted on Blackboard.)</td>
<td>Cournoyer, et al Ch. 10 (but listed in text as Ch. 9, again)</td>
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<tr>
<td></td>
<td>8/5/14 (Tues)</td>
<td>Case Study – Group Activity</td>
<td>In-Class Activity – Case Study</td>
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<td>8/6/13 (Wed)</td>
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<td>Complete online course survey – <em>No In-Person Class</em></td>
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<td>8/7/14 (Thur)</td>
<td>Exam II - Online</td>
<td>*Exam II – Online. <em>No In-Person Class</em></td>
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