

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

|  |
| --- |
| **Semester/Year: Spring 2015****Course Title: Social Work Practice I****Course Prefix/Number/Section: SOCW 2313 003****Instructor Name: Ericka Robinson-Freeman, LMSW****Office: SOCW BLDG A, Room 101F****Email Address: erickarobinson@uta.edu****Office Hours: Tuesdays, 8:15 – 9:15 a.m. and 5:30 – 7 p.m., Wednesdays 2-4 p.m., and Thursdays 8:30 – 9:15 a.m.****Day and Time (if applicable): Tuesdays and Thursdays, 9:30-10:50 a.m.****Location (Building/Classroom Number): SOCW BLDG B, Room 107*****Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.* Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

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

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.

SOCW 2313 Practice I is the first course in a three course-series: SOCW 2313, SOCW 3304, and SOCW 3306. SOCW 2313 Practice I and SOCW 3304 Practice II combine to provide students the foundation of social work practice by exploring the dynamics of the *direct practice* process, while SOCW 3306 Practice III focuses on social work practice in the context of understanding and intervening at the organizational and community levels.

SOCW 2313 Practice I and SOCW 3304 Practice II explore the interactive skills and techniques necessary for working with individuals, families, and groups utilizing the four-step planned changed process of engagement, assessment, intervention, and termination/evaluation. 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) specific to the *engagement and assessment* steps of the planned changed process. Coursework includes instruction and skill building for enhancing or restoring the functioning of a client or client family. Ethics, preparatory activities, rapport building, exploration, and initial assessment processes are covered. Social Work Practice II continues the development of interpersonal skills specific to the *intervention and termination/evaluation* steps of the planned changed process. Coursework includes instruction on practice theories and methodologies for intervention and skill building for goal development and evaluating outcomes. Contracting, developing resources, attending to family systems, selecting intervention methods, and managing barriers to change are covered.

SOCW 2313 and SOCW 3304 share course textbooks, as well. Students and instructors utilize the first half of the texts in SOCW 2313 and the second half of the texts in SOCW 3304 to ensure continuity of skill development and practice philosophy.

Prerequisite: SOCW 2311. Prospective BSW majors only.

Grade of C or better in SOCW 2311 required.

Out of class meetings: Although class time will be provided to discuss and prepare the Ethics Group Presentation assignment, it may not be enough. Therefore, it is possible that students will need to spend some time with their group members on this assignment outside of the regular class period.

**B. Measurable Student Learning Outcomes – CORE Competencies addressed:**

*Note: alphabetic and numerical notation(s) added to specific behaviors.*

**Social Work Practice I**

**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:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Attend to professional roles and boundaries

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

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

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

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

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

1. Use research evidence to inform practice.

**Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

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

**Educational Policy 2.1.10(a), (b)** —**Engage and assess with individuals, families, groups, organizations, and communities.**

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

**Educational Policy 2.1.10(a)**—**Engagement:** Social workers

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Use empathy and other interpersonal skills; and
3. Develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)**—**Assessment:** Social workers

1. Collect, organize, and interpret client data.
2. Assess client strengths and limitations.
3. Develop mutually agreed-on intervention goals and objectives; and
4. Select appropriate intervention strategies.

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

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

Cournoyer, B., Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2012). *Social work: Direct practice and skills (9th ed.)*, Mason, OH: Cengage Learning.\*

\**Please note that this is a custom text that is a combination of two different text books. A custom text was selected to save students the cost of purchasing a third text book for this course and for SOCW 3304. Students will use this text again in SOCW 3304. Because this is a custom text, it will likely only be available through the UTA bookstore.*

Collins, D., Jordan, C., & Coleman, H. (2012). *An introduction to family social work* (4th ed.), Belmont, CA: Brooks/Cole.\*\*

\*\* *Students will use this text again in 3304.* *Students are encouraged to shop several sites (i.e., UTA bookstore, Cengage Publishing, and Amazon) to locate the best possible price for this text. This text can be purchased, as well as rented in electronic and hardcopy format.*

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

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

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

**ETHICS GROUP PRESENTATION- 15 %**

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 in the *Assignment* folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.2(a, b, c, and d) Educational Policy 2.1.3(a, b, c) Educational Policy 2.1.7(a).

**CULTURAL DOS and TABOOS EXPLORATION PAPER– 10%**

Each student will upload to Blackboard a two to three page paper exploring a chosen ethnic group’s “Do’s” and “Taboos.” Students will assess their own personal biases, conflicts, and strengths related to the chosen group. Students must conduct online research and cite references according to APA guidelines. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the *Assignment* folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b) Educational Policy 2.1.3(c), Educational Policy 2.1.7 (a) Educational Policy 2.1.10(a) - (i, ii, iii).

**CHILD WELFARE CASE STUDY - 15%**

Each student will upload to Blackboard answers to a designated child welfare case study. Students will review the case and utilize material from lecture and textbooks to respond, utilizing engagement and assessment practice skills. Students may work alone or in pairs to complete this assignment. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the *Assignment* folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b. c. and d) Educational Policy 2.1.3(a, b, and c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(a)-(i, ii, iii) Educational Policy 2.1.10(b)-(i, ii, iii, iv).

**EXAMS (2) - 25% Each**

Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures, assigned readings, and any handouts given or videos shown in class. Make-up exams and their format will be provided at instructor’s discretion and you must contact me by email or phone before the time of the scheduled exam. Both exams will be administered via Blackboard.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.2(a, b, c, d) Educational Policy 2.1.3(a, b, c) 2.1.6(a) Educational Policy 2.1.7(a)

**PARTICIPATION AND IN-CLASS EXCERCISES**– **10%**

On a number of occasions throughout the semester, you will meet in groups of three to practice skills learned in class and in assigned readings. You will take turns being the social worker and the client. Students are expected to participate fully as part of their class participation. The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, I want you to gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. *The in-class exercises, including role-plays, will not be individually graded; however, participation in the exercises is required as part of your class participation grade.*

In addition, each student is allowed up to three (3) absences without grade reduction penalty. Each absence after the third (3rd) absence will result in a 5 point reduction in participation grade per absence. (e.g. absence #4 = 95, absence #5=90, etc.) In addition, it is important for students to come to class prepared to take part in class discussions. Participation grades will reflect accordingly.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b. c. and d) Educational Policy 2.1.3(a, b, and c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(a)-(i, ii, iii) Educational Policy 2.1.10(b)-( i, ii, iii, iv)

**PAPERS – GENERAL INFORMATION AND EXPECTATIONS**

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

* Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: <http://owl.english.purdue.edu/owl/resource/560/01/>
* Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.
* Please use formal and professional language when completing papers and assignments for this course (i.e., Why Social Work paper and Psychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**\*\***Unless indicated by the instructor in the final assignment instructions (posted on Blackboard), all papers and designated assignments must be submitted through Blackboard. **Hard Copies are not to be turned in unless specified otherwise.**

**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.

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

**Grading:**

**90-100 = A**

**80-89 = B**

**70-79 = C**

**60-69 = D**

**Below 60 = F**

A grade of incomplete will not be given for this class.

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

Make-up exams and their format will be provided at instructor’s discretion and you must contact instructor before the time of the scheduled exam. Anyone arriving 30 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam. If it is necessary for you to be late or leave class early, please let instructor know in advance.

All written assignments will be due on the date listed on the Course Schedule (see below). **Ten points will be deducted for late assignments. No assignment will be accepted after 5 days late.**

**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:

Due to the format 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 three (3) scheduled class sessions will lose 5 points off of his/her attendance-participation grade per day absent.** Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), 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. Any in class assignment missed cannot be made up.

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic and Readings***COME TO CLASS WITH THE**SCHEDULED READINGS COMPLETED.* | **Class Meeting Dates** | **Assignments Due** |
| **1** | Introduction/ Course OverviewWeb Links: 1. Writing Help and APA Guide Online: <http://depts.washington.edu/sswweb/students/writehelp.html>2. On-Line Study Skills Improvement Information <http://www.sas.calpoly.edu/asc/ssl.html>Intro to Direct PracticeCournoyer- Chapter 1 | Tues, 1/20/15Thur,1/22/15 | 1/22/15: Signed Course Confidentiality Due  |
| **2** | The Field of Family Social Work* Collins-Chapter 1

What is Family?* Collins*-* Chapter 2
 | Tues, 1/27/15Thur,1/29/15 |  |
| **3** | Self-Understanding & Professionalism* Cournoyer- Chapter 2

Family Strengths & Resilience* Collins-Chapter 5 pp 147-170
 | Tues, 2/3/15Thur, 2/5/15 |  |
| **4** | Ethical Decision Making* Cournoyer, Chapter 5
* NASW Code of Ethics

<http://www.socialworkers.org/pubs/code.code.asp>*Ethics Presentation Group Assignments* | Tues, 2/10/15Thur, 2/12/15 | 2/12/15: Bring copy of Code of Ethics to class |
| **5** | *Ethics Presentation Preparation in Groups*Family Systems* Collins-Chapter 3
 | Tues, 2/17/15Thur, 2/19/15 |  |
| **6** | Ethics Presentations  | Tues, 2/24/15Thur, 2/26/15 |  |
| **7** | Talking & Listening* Cournoyer- Chapter 6

*Online Assignment: Exam I**(No In-Person Class Thursday, 3/5)* | Tues, 3/3/15Thur, 3/5/15 | 3/5/15: Exam I (Online) due 11 a.m. |
| **8** | Spring Break—No Class  | Tues, 3/10/15Thur, 3/12/15 | Enjoy your Spring Break! |
| **9** | Valuing Diversity* Collins Chapter 5 pp 171-179
* Cournoyer Chapter 4
* Video: *Cultural Competency*
 | Tues, 3/17/15Thur, 3/19/15 |  |
| **10** | Preparing* Cournoyer-Chapter 7

*Online Assignment: Cultural Dos and Taboos* *(No In-Person Class Thursday, 3/26)* | Tues, 3/24/15Thur, 3/26/15 | 3/26/15:Cultural Dos and Taboos Due 11 a.m. |
| **11** | Beginning * Collins- Chapter 7
* Cournoyer-Chapter 8
 | Tues, 3/31/15Thur, 4/2/15 |  |
| **12** | Exploring* Cournoyer-Chapter 9\*

\*There are 2 Chapter 9’s-read the one titled “Exploring”  | Tues, 4/7/15Thur, 4/9/15 |  |
| **13** |  Qualitative Family Assessment* Collins-Chapter 8

Assessment* Cournoyer Chapter 9\* Read the Chap 9 titled “Assessment:Intrapersonal, Intepersonal, and Environmental Factors”
 | Tues, 4/14/15Thur, 4/16/15 |  |
| **14** |  Assessment, continuedPractical Aspects * Collins – Chapter 6
 | Tues, 4/21/15Thur, 4/23/15 |  |
| **15** |  Practical Aspects, continued*Online Assignment: Child Welfare Case Study* *(No In-Person Class Thursday, 4/30)* | Tues, 4/28/15Thur, 4/30/15 | 4/30/15:Child Welfare Case Study Due |
| **16** | Discussion of Child Welfare Case Study and Class Wrap-UpExam II | Tues, 5/5/15Thurs, 5/7/15 |  |

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. 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 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 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](http://www.uta.edu/resources).

**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 or by Cell phone: **(817) 675-8962. B**elow 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. 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](http://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](http://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>.

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

**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.*

**Course Confidentiality Agreement**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s signature Date**