Semester/Year: Spring 2015
Course Title: Human Behavior and Diverse Populations
Course Prefix/Number/Section: SOCW 3317-005
Instructor Name: Marcela Gutierrez, LMSW
Office Number: 121B (inside the Center for Clinical Social Work)
Phone Number: 682-999-8189 (voicemail)
Email Address: gutierrezmarcela@uta.edu
Office Hours: By Appointment
Day and Time (if applicable): This is an online course taught via Blackboard and accessible at https://elearn.uta.edu
Location (Building/Classroom Number): This is an online course taught via Blackboard and accessible at https://elearn.uta.edu
Equipment: A laptop computer with wireless capability or its equivalent (tablet, smartphone, etc.) is required for all SSW classes.
Blackboard: https://elearn.uta.edu/webapps/login/

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

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. Prerequisite: SOCW 2311, SOCW 2313. Offered as AAST 3317 and SOCW 3317; credit will be granted in only one department.
B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

SOCW 3317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

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

(a) Recognize and manage personal values in a way that allows professional values to guide practice.

(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers

(c) Tolerate ambiguity in resolving ethical conflicts; and

(d) Apply strategies of ethical reasoning to arrive at principled decisions.

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

(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]

(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and

(d) View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.** [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories
of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers](a) Understand the forms and mechanisms of oppression and discrimination.

(b) Advocate for human rights and social and economic justice; and

(c) Engage in practices that advance social and economic justice.

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

(a) Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in promoting and maintaining 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; and

(b) critique and apply knowledge to understand person and environment.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)

2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)

3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well-being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); DB)

4. Examine self-identity and values as regards to social work values, ethics, and
professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)

5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)

6. Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); DB)

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


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


E. **Teaching Methods**

Much of what students learn in the classroom, whether it is a physical or a virtual classroom, is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent, and to facilitate others’ ability to participate at the same time. This course will encourage new ideas and insights related to human differences and vulnerable populations. During the course, students may agree or disagree with course content, and you will be challenged to consider (and sometimes endure) ideas counter to your own. Students are required to treat each other, and the instructor, with respect and civility.

This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are participating in class discussions, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.
Each week will include a combination of videos, PowerPoint presentations, group discussions, and quizzes. Early in the semester, you will be assigned to a group that is organized to ensure diversity in background, experience, personality traits, etc. You will work with your group in carrying out small group discussions. I will typically share a relevant video each week, as well any additional outside materials that might enhance the material. All students are expected to contribute actively to the classroom by completing the readings, viewing the videos and PowerPoint presentations, engaging in group discussions, and taking online quizzes.

Students are expected to complete all assigned readings each week so they can contribute to group discussions in meaningful ways. Not every assigned reading may be discussed in elaborate detail, but should serve as a background for which the weekly topic is based. As a student in an undergraduate course, it is typical to expect around 50 pages of assigned reading per week. As the volume of reading grows in your academic career, I strongly encourage you to begin or continue developing the skill of “read smarter, not harder.”

Quizzes and exams in this class will be open-note and open-book. I am not interested in learning how much of the textbook you can memorize and recite back to me; rather, I am interested in opportunities to test your comprehension, application, analysis and synthesis of the material. With that in mind, please do not take this as invitation to skip the reading. Quizzes and exams may include a variety of questions: multiple-choice, fill-in-the-blank, short answer, and essay. Your studying technique should not focus on memorizing specific terms and definitions (that’s what having a textbook is for); rather, I encourage you to focus on “reading with purpose.” When completing each reading, focus on the organization of the article, the headers, chapter headings, and bullet points. Focus on developing an understanding of the general ideas behind each text. Rather than taking notes only the facts in a given text, for each article consider also jotting down the discussion ideas and questions that come to mind. Finally, focus additional reading time on those topics where you feel your understanding is weakest. If you find yourself with reduced reading time in a given week, remember that skimming is always better than skipping the reading altogether.

F. Major Course Assignments & Examinations:

NOTE: Please refer to our Blackboard course for session readings, course material, discussion topics, and quiz and assignment dates.

Quizzes:

There will be 10 online quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points. Quizzes will be available to complete on Blackboard on Friday morning at 7am and will close on Sunday nights at 11:59pm.
Group Discussion Board:

Each week, you will work with your group to respond to a question posted in a group-specific discussion board. This question may be a question from the reading, an online activity, a reflection on a personal experience, and so on.

On certain weeks, the Group Discussion Board may ask you to do a “Poster/Responder Activity.” You will be assigned a number, and the intention is to alternate who will be a Poster/Responder each time this type of Group Discussion is assigned. The Posters will find a quotation from the reading and post it on the Discussion board each week no later than Wednesday, 11:59pm of each week. This can be something you don’t really understand, something you would like to understand more fully, or something that particularly resonates with you and you’d like to get other perspectives about. Responders must respond to at least two of these quotes, keeping in mind that every quote should have at least two responses by Friday, 11:59pm of each week. By Sunday, 11:59pm, Posters must post a final comment on their quote explaining what he or she learned from the “discussion” of the quote.

There will be 15 Group Discussions, corresponding with the 15 Course Sessions of the semester.

You may earn up to 10 points each week by participating in the discussion board.

Out of Comfort Zone Paper:

One of the goals of this course is to equip students with an enhanced ability to step outside of their own comfort zones. Therefore, students will write a short paper (4-6 pages) based on their visit to a place or event that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); a civil rights group for White people or people of color; a gathering of lesbian, gay, bisexual, transgender or queen (LGBTQ) individuals; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others.

Think wisely when selecting your Out of Comfort Zone experience. This must be a new experience; you may not write about past experiences for this assignment. I also require that you interact with at least one person at this event. This may be a short introduction, but if the other person is willing, use this opportunity to ask them to share more information with you about this event or their experiences with this event. Think creatively about what “Out of Comfort Zone” means to you. If you feel that you are likely to be comfortable in any and all religious and cultural environments, then perhaps you may wish to explore a meeting with a far-right nationalist group that is intolerant of other cultures; if you consider yourself an extremely confident person that can converse with people of any belief system, then you may wish to seek out an opportunity to spend the day with a speech-impaired individual and seek to live a day as they day do.
You must include the following sections in your paper. As much as possible, use the terms and concepts you’ve learned in class to describe different aspects of your experience.

1) **Introduction**—include why you chose this particular experience that you’re writing about, as well as the details of when and where it took place.

2) **Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience** (you should write this section before your experience).

3) **A detailed description of your observations.** What did you actually see? Describe routines, procedures, actions that you observed. What did you observe in reactions to you – stares, warm greetings, indifference? Be very careful that you focus here only on observations (what you see, hear, smell, touch, or taste) without interpreting. (i.e. “I was received at the door with a handshake,” not, “People really seemed to feel comfortable with me there.”)

4) **A detailed interpretation of your personal experience,** including your thoughts and feelings throughout, interactions with others. Now it’s time to give interpretations to what you observed. What does this tell you about the people there? How did you think and feel about what you observed? How do you think others felt about your presence? What was confusing or comforting in your experience?

5) **Any –isms you noticed or experienced.** What clues did you pick up on to identify an “ism?” Who was the person perpetuating the “ism” and against whom was it directed? Which “isms” did you notice in your personal experience, whether you found yourself perpetuating it or experienced an “ism” directed toward you?

6) **An analysis of yourself and the people at the meeting** and where you fit in each of the categories in the table on Adams et al., Ch. 2, p.12. Compared to the people there, which categories do you fit into in the dominant column? The subordinate column? Where do they fit in?

7) **What you learned from the experience and how this experience will impact your future practice.** How would you describe this experience to a friend? Your colleagues? Your family?

8) **Conclusion.** Summarize the main points in your paper. What advice would you give to future students being asked to carry out this assignment? How could this assignment be improved in the future?

9) **Appendices.** Include as an Appendix any materials that you gathered from the event – an agenda, handouts, a photograph, business cards, an online description about the event, etc.

**Exams:**

There will be both a Midterm and a Final Exam in this course. Both will be administered online and will be worth 100 points. The exams will include material from any of the readings and class discussions.
G. Grading Policy:

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Group Discussions</td>
<td>Weekly</td>
<td>150</td>
</tr>
<tr>
<td>10 Quizzes</td>
<td>Most Weeks</td>
<td>100</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>March 26th</td>
<td>100</td>
</tr>
<tr>
<td>1 Out of Comfort Zone Paper</td>
<td>April 12th (11:59pm)</td>
<td>50</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>May 15th (11:59pm)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Course Grading Scale

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>300-349</td>
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<tr>
<td>F</td>
<td>59% and below</td>
<td>Below 300</td>
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</tbody>
</table>

H. Make-Up Exam or Assignment Policy:

No make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz. If you miss a Group Discussion, you will not be able to make-up this grade unless warranted by a documented serious illness or emergency that results in a student missing more than one Group Discussion.

Late assignments such as papers and exams will be approved on a case-by-case basis depending on individual circumstances, and may receive a penalty of up to 10% of the final grade per day late.

I. 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. As the instructor of this section, we do not have scheduled class meeting times. However, as our course is conducted online through Blackboard, I will monitor your accessing of class materials and readings, and I may reach out to you if I am concerned that your engagement with the online materials may pose a threat to your success in this class.
J. 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.

<table>
<thead>
<tr>
<th>Session and Week</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Overview and Introductions</td>
<td></td>
<td>DB 1</td>
</tr>
<tr>
<td>Jan.20-Jan.25</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Module 2</td>
<td>Paradigms</td>
<td>K&amp;G, Chap. 1</td>
<td>DB 2; Quiz 1</td>
</tr>
<tr>
<td>Jan.26–Feb.2</td>
<td></td>
<td>Adams et al. Chaps. 2, 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Prejudice, Stereotyping &amp;</td>
<td>K&amp;G Chap. 2</td>
<td>DB 3; Quiz 2</td>
</tr>
<tr>
<td>Feb.2-Feb.8</td>
<td>Discrimination</td>
<td>Profiling: Chicago Tribune, TIME, Ferguson PD, Mother Jones, The New Yorker</td>
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<tr>
<td></td>
<td></td>
<td>Schulman et al. (1999) Effect of race and sex</td>
<td></td>
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<tr>
<td>Module 4</td>
<td>Cross Cultural Communication</td>
<td>K&amp;G Chap. 3</td>
<td>DB 4; Quiz 3</td>
</tr>
<tr>
<td>Feb.9-Feb.15</td>
<td></td>
<td>Chang, Simon, Dong (2012) Integrating Cultural Humility</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Adams et al. Ch. 135</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td>Privilege</td>
<td>Unpacking the Invisible Knapsack</td>
<td>DB 5</td>
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<tr>
<td>Feb.16-Feb.22</td>
<td></td>
<td>Zinn, Ch. 1-3</td>
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<tr>
<td></td>
<td></td>
<td>Adams et al. Ch. 3</td>
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</tr>
<tr>
<td>Module 6</td>
<td>Racism</td>
<td>K&amp;G Chap. 5</td>
<td>DB 6; Quiz 4</td>
</tr>
<tr>
<td>Feb.23 – Mar.1</td>
<td></td>
<td>Adams et al. Chaps. 11, 21</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Jones et al. (2000) Socially Assigned Race</td>
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</tr>
<tr>
<td>Module</td>
<td>Dates</td>
<td>Topic</td>
<td>Text Sources</td>
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<tr>
<td>Module 7</td>
<td>Mar.2-Mar.8</td>
<td>Immigration</td>
<td>K&amp;G Chap. 4, Adams et al. Ch. 15, Kilty &amp; Haymes (2000) Racism, Nativism, and Exclusion</td>
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<td></td>
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<tr>
<td>Spring Break</td>
<td>Mar.9-Mar.15</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Module 8</td>
<td>Mar.16-Mar.22</td>
<td>Sexism and Gender Diversity</td>
<td>K&amp;G Chap. 10, Adams et al. Chaps. 62, 63, 65, 67, 73</td>
</tr>
<tr>
<td>Module 9</td>
<td>Mar.23-Mar.29</td>
<td>Mid-Term Exam</td>
<td>K&amp;G Chap. 11, Adams et al. Chaps. 77, 79, 80, 83, 93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heterosexism &amp; Transgender Oppression</td>
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<tr>
<td>Module 10</td>
<td>Mar.30-Apr.5</td>
<td>Ableism</td>
<td>K&amp;G Chap. 12, Adams et al. Chaps. 98, 106, 110, 113</td>
</tr>
<tr>
<td>Module 12</td>
<td>Apr.13-Apr.19</td>
<td>Classism</td>
<td>K&amp;G Chap. 9, Adams et al. Chaps. 26, 27, 28, 35</td>
</tr>
<tr>
<td>Module 13</td>
<td>Apr.20-Apr.26</td>
<td>Religious Intolerance</td>
<td>K&amp;G Chap. 6, Adams et al. Chaps. 44, 45, 47, 49</td>
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<tr>
<td>Final Week</td>
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<td>Final Exam</td>
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</table>
May.09-
May.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.

K. Expectations for Out-of-Class Study:

Students enrolled in this course should expect to spend at least approximately six hours of their own time in course-related activities, including reading required materials, reviewing videos and presentations, participating in online discussion boards, completing quizzes, and preparing for exams.

L. Grade Grievance Policy:

See BSW/MSW Program Manual.

M. 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.

N. 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, below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page................. http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians.................. http://www-test.uta.edu/library/help/subject-librarians.php
Database List......................... http://www-test.uta.edu/library/databases/index.php
Course Reserves ...................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
O. Emergency Exit Procedures:

The following statement may not apply to online students, but should still be carefully reviewed in the event of any emergencies that occur if students are on-campus. 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.

P. 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/).

Q. Americans with Disabilities Act:

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

R. 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.

S. 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.

T. 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.

U. 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.

V. 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.

W. 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.
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.*