Semester/Year: Fall 2015
Course Title: Social Work Practice II
Course Prefix/Number/Section: SOCW 3304-004
Instructor Name: Ericka Robinson-Freeman, MSSW/LMSW
Faculty Position: Assistant Professor in Practice
Faculty Profile: http://www.uta.edu/profiles/ericka-freeman
Office Number: SOCW Bldg A, 101F
Phone Number: Emailing is preferred.
Email Address: erickarobinson@uta.edu
Office Hours: Tues 2-5 p.m., Wed 2-4 p.m., Thur 11 a.m.-1 p.m.
Day and Time of Class (if applicable): Tues/Thur 9:30-10:50 a.m.
Location: COBA 138

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

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

Theories and methodologies of social work assessment and intervention at the individual, family, and group levels in diverse settings. Prerequisite: SOCW 2311, SOCW 2313, SOCW 3301. BSW majors only.

B. Measurable Student Learning Outcomes:

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.
Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- 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

- use practice experience to inform scientific inquiry and
- 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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment

Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 2.1.10(a) - Engagement Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b) - Assessment Social workers

- collect, organize, and interpret client data;
- assess client strengths and challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c) - Intervention Social workers

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

Educational Policy 2.1.10(d) - Evaluation Social workers

- critically analyze;
- monitor; and
- evaluate interventions.

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


*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 2313. Students used this text prior in 2313. Because this is a custom text, it will likely only be available through the UTA bookstore.*


** Students used this text in 2313, also. 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:


E. Major Course Assignments & Examinations:

Magazine Subscription and Discussion Board - 10%
Students will subscribe to the online, free magazine *The New Social Worker*. Students will choose an article from this magazine for a discussion post on Blackboard. In addition, students will also be required to comment on at least two (2) of their classmates’ postings. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

Educational Objectives 2.1.3 subpoints 1,2,3

**Group Presentation - 30%**

Students will work together in small groups to create a comprehensive demonstration of an intervention studied this semester. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

Educational Policy Objectives 2.1.7 subpoints 1 and 2; Educational Policy Objectives 2.2.10 b subpoints 1-4; Educational Policy Objectives 2.2.10 c subpoints 1-5; Educational Policy Objectives 2.1.6 subpoints 2; Educational Policy Objectives 2.1.5, subpoint 3

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

Two examinations will be given during the semester. The Final Exam (included in the 2 exams given) will NOT be comprehensive. Exam material will come from lectures, assigned readings, and any handouts given in class. Make-up exams will be provided at my discretion and subject to a 10 point penalty. If you must miss an exam for an unavoidable reason, you must contact me by email before the time of the scheduled exam. All exams will be administered via Blackboard.

Educational Policy Objectives 2.1.7

**PARTICIPATION AND IN-CLASS EXERCISES- 10%**

On a number of occasions throughout the semester, you will meet in small groups to practice skills learned in class and in assigned readings. You will take turns being the social worker, the client and the observer. 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. Also, there will be in-class exercises practicing self-reflection. Student are encouraged to gain insight as they prepare to work with diverse client populations. *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.

Educational Policy Objectives 2.1.1; Educational Policy Objectives 2.1.3; Educational Policy Objectives 2.1.6(a) Educational Policy Objectives 2.1.7(a) Educational Policy Objectives 2.1.10(a)-(subpoints i, ii, iii) Educational Policy 2.1.10(b)-(subpoints i, ii, iii, iv)

**F. Grading Policy**
All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or suggested evidence of plagiarism 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.

**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.

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

There will be no makeup exams unless the student can provide a written request and receives approval from the professor prior to the exam date. Make-up exams and their format will be provided at instructor’s discretion. 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. As the instructor of this section:

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 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:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>First Day of Class</td>
<td>Thur 8/27</td>
<td>Introductions; Syllabus and Course Overview</td>
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<tr>
<td>1</td>
<td>9/1 9/3</td>
<td>Skills with developing Goals and Formulating a Contract</td>
<td>Cournoyer- Chapter 12 Educational Policy Objectives 2.1.3 subpoint 1,2,3</td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic</td>
<td>Reading Assignment</td>
<td>Notes</td>
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| 2    | 9/8 9/10| Developing Resources | Cournoyer- Chapter 14  
Homeless Shelter Article (posted on Blackboard)  
Educational Policy Objectives 2.1.6 subpoints 2; Objectives 2.15 points 3 | |
| 3    | 9/15 9/17| Skills For Enhancing Family Functioning Relationships | Cournoyer- Chapter 15  
Educational Objectives 2.1.1 subpoints 2 and 3 | |
| 4    | 9/22 9/24| Family Systems Intervention | Collins- Chapter 10  
Educational Policy Objectives 2.1.7 subpoints 1 and 2; Objectives 2.15 points 3; Objectives 2.1.10 b points 1-3; Objectives 2.1.10 c points 1-5 | Assign groups for upcoming presentations and review assignment. |
| 5    | 9/29 10/1| Intervening Social Work Groups  
Exam I Review Posted | Cournoyer- Chapter 16  
Educational Objectives 2.1.1 subpoints 2 and 3 | |
| 6    | 10/6 10/8| Exam I Online - No In-Person Class  
Intervention Phase | Collins- Chapter 11  
Educational Policy Objectives 2.1.3; Educational Policy Objectives 2.1.7 subpoints 1 and 2 and 2.1.10 | Exam I (online) due by end of day, 11:59 p.m., 10/6 (Tuesday).  
Educational Policy Objectives 2.1.7 |
| 7    | 10/13 10/15| Intervention, continued.  
Class time for group work | Collins- Chapter 11 | |
| 8    | 10/20 10/22| Interventions: Children, Parents  
Class time for group work | Collins- Chapter 12  
Educational Objectives 2.1.1 subpoints 2 and 3 | |
| 9    | 10/27 10/29| Interventions: Couples | Collins- Chapter 13  
Educational Policy Objectives 2.1.6 and 2.1.10 | |
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<th>Educational Policy Objectives 2.1.7, subpoints 1 and 2. Educational Policy Objectives 2.2.10 b subpoints 1-4; Educational Policy Objectives 2.2.10 c subpoints 1-5; Educational Policy Objectives 2.1.6 subpoints 2; Educational Policy Objectives 2.1.5, subpoint 3</th>
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<tr>
<td>10</td>
<td>11/3 11/5</td>
<td>Group Presentations</td>
<td>Group Presentations</td>
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<tr>
<td>11</td>
<td>11/10 11/12</td>
<td>Group Presentations</td>
<td>Group Presentations</td>
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<tr>
<td>12</td>
<td>11/17 11/19</td>
<td>Additive Empathy, Interpretation</td>
<td>Cournoyer - Chapter 17 Educational Objectives 2.1.10</td>
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<tr>
<td>13</td>
<td>11/24 11/26</td>
<td>Discussion Board Posts - No In-Person Class Thanksgiving Holiday - No Class</td>
<td>Magazine Article Discussion Board Posts (online) due by end of day (11:59 p.m.), Tuesday, 11/24.</td>
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<tr>
<td>14</td>
<td>12/1 12/3</td>
<td>Managing Barriers to Change The Final Phase: Termination/Evaluation</td>
<td>Cournoyer - Chapter 18 Cournoyer - Chapter 19 Educational Objectives 2.1.10 (d)</td>
</tr>
<tr>
<td>15</td>
<td>12/8</td>
<td>Termination/Evaluation, continued</td>
<td>Collins - Chapter 14 Educational Objectives 2.1.10 (d)</td>
</tr>
<tr>
<td>16</td>
<td>12/17</td>
<td>Exam II/Final Exam</td>
<td>Exam II (online) due by end of day, 11:59 p.m., 12/17 (Thursday). Educational Policy Objectives 2.1.7</td>
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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.

**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:


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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. 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.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu 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
Library Catalog...................... http://discover.uta.edu/
E-Journals............................. http://utalink.uta.edu:9003/UTAlink/az
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,
S. Electronic Communication:

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

T. Student Feedback Survey:

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

U. Final Review Week:

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