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

An overview of the social work profession, its fields of practice, methods of social intervention, its historical context, and its relationship to the social welfare system.

Students should expect to spend about 9 additional hours outside of class each week reading the text and materials, the writing assignment, & studying for exams, and preparing for classroom discussions.

B. Measurable Student Learning Outcomes:

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:

- 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 Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- 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:

- 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:

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.

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:

- advocate for human rights and social and economic justice

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being

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


This text has an accompanying online supplement. www.routledgesw.com/cases.

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

E. Major Course Assignments & Examinations:

**WEEKLY QUIZZES - 40%**

(Addresses EPAs 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8.)

There will be 12 quizzes administered during the semester. Quizzes are formulated from the text and will be administered online via Blackboard. Quizzes must be completed in the time frame allotted. Quizzes begin after in-person class on Wednesday and close on the following Tuesday at end of day, 11:59 p.m.

**WEEKLY DISCUSSION BOARDS - 25%**

(Addresses EPAs, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8.)

There will be 12 discussion posts regarding chapter readings, lecture material, and current events as they relate to Social Work. Students should be prepared to discuss the topic presented as it relates to that week’s text reading and the concepts as they relate to Social Work of “Engage”, “Assess”, “Intervene”, and “Evaluate”. Students are expected to read the text each week in preparation for the assigned discussions.

Students must answer at least one of the discussion board questions posted for 12 sessions. In addition, each student must post responses to at one posting* of his/her classmates. Not all weeks will have discussion board questions. In order to earn the full points for any discussion, you must meet the following criteria:

● Respond to a discussion board question and comment on at least one posting from a classmate(s).
● Demonstrate thoughtfulness and effort in your response.
● Complete discussion posts in a timely manner. Discussion Boards begin after in-person class on Wednesday and close on the following Tuesday at end of day, 11:59 p.m.

**FIELDS OF PRACTICE PAPER - 25%**

(Addresses EPAs, 2.1.3)

Students will select a field of social work practice (e.g., child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community) and submit a research paper using APA guidelines. If a specific field is not mentioned in the textbook, please contact me for permission to write your paper on that topic. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignments folder.

**PARTICIPATION– 10%**

(_addresses EPAs 2.1.2, 2.1.3, 2.1.4)

On a number of occasions throughout the semester, you will meet in small groups to discuss and practice material learned in class and in assigned readings. Students are expected to participate fully and demonstrate applied understanding of ethics, critical thinking and diversity as part of their class participation.

In addition, each student is allowed up to two (2) absences without grade reduction penalty. Each absence after the second (2nd) absence will result in a 5 point reduction in participation grade per
absence. (e.g. absence #3 = 95, absence #4=90, etc.).

F. Grading Policy

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, or 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 make-up quizzes unless the student can provide a written request and receives approval from the professor. Make-up quizzes and their format will be provided at instructor’s discretion. 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. **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. Participation, and, hence, attendance, is part of your final grade. As a matter of fairness and equity, **anyone missing more than two (2) 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:

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASS DATE</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
</tr>
</thead>
</table>
| 1    | Sept 1     |               | Students Read Syllabus in Detail | 1ST DAY OF CLASS BRING YOUR SYLLABUS  
• Course Welcome/Introduction  
• Review Syllabus and Course Requirements  
• Review Semester Assignments |
| 2    | Sept 8     | A Glimpse into the World of Social Work | Read Chapter 1 | • Lecture and Video (In-Class)  
• Discussion Board #1 (Online)  
• Quiz #1 Chapter 1(Online) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read Chapter</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3</td>
<td>History of Social Work &amp; Social Welfare</td>
<td>2</td>
<td>• Lecture and Video (In-Class) &lt;br&gt; • Discussion Board #2 (Online) &lt;br&gt; • Quiz #2 Chapter 2 (Online)</td>
</tr>
<tr>
<td>Sept 4</td>
<td>U.S. Poverty and the Implications for Social Work</td>
<td>3</td>
<td>• Lecture and Video (In-Class) &lt;br&gt; • Discussion Board #3 (Online) &lt;br&gt; • Quiz #3 Chapter 3 (Online)</td>
</tr>
<tr>
<td>Sept 5</td>
<td>The Social Work Environment</td>
<td>4</td>
<td>Read Article from the United Nations Economic and Social Affairs website: &lt;br&gt; <a href="http://undesadpd.org/Poverty/PovertyandInequality.aspx">http://undesadpd.org/Poverty/PovertyandInequality.aspx</a> &lt;br&gt; • Lecture and Video (In-Class) &lt;br&gt; Group Activity - Students are to bring a current news or magazine article on inequality or poverty. Students will discuss articles in group and with class. &lt;br&gt; • Discussion Board #4 (Online) &lt;br&gt; Quiz #4 Chapter 4 (Online)</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Diversity in Social Work Practice</td>
<td>5</td>
<td>• Lecture and Video (In-Class) &lt;br&gt; • Discussion Board #5 (Online) &lt;br&gt; • Quiz #5 Chapter 5 (Online)</td>
</tr>
<tr>
<td>Oct 7</td>
<td>Values and Ethics in Social Work Practice</td>
<td>6</td>
<td>Read the NASW Standards for Cultural Competence: &lt;br&gt; <a href="http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf">http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf</a> &lt;br&gt; • Lecture and Video (In-Class) &lt;br&gt; • Group Activity - Ethical Dilemmas (Professor to provide dilemmas.) &lt;br&gt; Discussion Board #6 (Online) &lt;br&gt; Quiz #6 Chapter 6 (Online)</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Social Work Perspectives and Methods</td>
<td>7</td>
<td>• Lecture (In-Class) &lt;br&gt; • Guest Speaker: Chris Kilgore, SSW Writing Center (In-Class) &lt;br&gt; • Discussion Board #7 (Online) &lt;br&gt; Quiz #7 Chapter 7 (Online)</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Fields of Social Work Practice</td>
<td>8</td>
<td>• Lecture and Video (In-Class) &lt;br&gt; • Discussion Board #8 (Online) &lt;br&gt; • Quiz #8 Chapter 8 (Online)</td>
</tr>
<tr>
<td>Nov 10</td>
<td>Social Work Practice with Individuals and Families</td>
<td>9</td>
<td>FIELDS OF PRACTICE PAPER DUE &lt;br&gt; • Lecture (In-Class) &lt;br&gt; • Review the Sanchez Family Online Case Study (In-Class) &lt;br&gt; • Discussion Board #9 (Online) &lt;br&gt; Quiz #9 Chapter 9 (Online)</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Social Work Practice With Groups</td>
<td>10</td>
<td>• Lecture (In-Class) &lt;br&gt; • Group activity: group simulation (In-Class) &lt;br&gt; Discussion Board #10 (Online) &lt;br&gt; Quiz #10 Chapter 10 (Online)</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Social Work Practice With Organizations, Communities, &amp; Policy Practice</td>
<td>11</td>
<td>Read about Ecomaps and the Sanchez Family: &lt;br&gt; <a href="http://www.routledgesw.com/sanchez/engage/mappingTheCase">http://www.routledgesw.com/sanchez/engage/mappingTheCase</a> &lt;br&gt; • Lecture and Videos (In-Class) &lt;br&gt; • Group activity: Create your own agency &lt;br&gt; • Discussion Board #11 (Online) &lt;br&gt; Quiz #11 Chapter 11 (Online)</td>
</tr>
<tr>
<td>Nov 13</td>
<td>The Social Work Profession</td>
<td>12</td>
<td>Read “Joseph Storehouse” article (posted on Blackboard) &lt;br&gt; No In-Person Class. Instead, complete the following Online Assignments: &lt;br&gt; • Review the Sanchez Family and be prepared to discuss “Intervene” and “Terminate and Evaluate” &lt;br&gt; <a href="http://www.routledgesw.com/sanchez/home">http://www.routledgesw.com/sanchez/home</a> &lt;br&gt; • Discussion Board #12 (Online) &lt;br&gt; • Quiz #12 Chapter 12 (Online)</td>
</tr>
<tr>
<td>Dec 14</td>
<td>The Social Work Profession, continued</td>
<td>13</td>
<td>• Lecture and Videos (In-Class) &lt;br&gt; In groups, discuss: “What are the Client’s Tasks &amp; What are the Social Worker's Tasks?” for the Sanchez Family Intervention (In-Class) &lt;br&gt; No Discussion Board &lt;br&gt; No Quiz</td>
</tr>
</tbody>
</table>
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
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 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.
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.