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 - CORE/Advanced Practice Behaviors:

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:


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

NONE

E. Major Course Assignments & Examinations:

In-Class Activities (25% of Course Grade)
Quizzes, role-play, small and larger group projects, presentations, etc. All designed to test apprehension of material presented in the text and classroom as well as to inform and support the final project. More details will be provided in class.
(Learning Outcomes 2.1.1, 2.1.3, 2.1.6, 2.1.7, 2.1.10 a-d)

Course Project (25% of Course Grade)
1. Comprehensive Biopsychosocial Assessment w/Narrative Summary (Written and Oral)
2. Treatment Plan with documented evidenced based treatment interventions (Written and Oral)
3. Discharge and Relapse Prevention Plan (Written and Oral)
More details will be provided in class.
(Learning Outcomes 2.1.1, 2.1.3, 2.1.5, 2.1.6, 2.1.7, 2.1.10 a-d)

Theory to Intervention Paper (25% of Course Grade)
After completing a comprehensive biopsychosocial assessment of your client or family, conduct a review of evidence based or evidence informed practice models. Select an evidence based or evidence informed treatment intervention (examples: motivational interviewing, mindfulness, cognitive behavioral therapy, solution-focused brief therapy, narrative therapy, a theory looking at a specific trauma, task centered therapy, etc.) that you think would best meet your client’s needs. Write a paper explaining the intervention and why you would use it for your client or family.
More details will be provided in class.
(Learning Outcomes 2.1.3, 2.1.5, 2.1.6, 2.1.7, 2.1.10 b&c)

Final Exam (25% of Course Grade)
Exam will cover class readings, lectures and discussions
(Learning Outcomes 2.1.3, 2.1.7, 2.1.10 a&b)

Guidelines for Written Work

APA format is the primary writing format used for many of the social sciences, including Social Work. It is expected that all written work submitted is properly referenced using APA format.
As stated, all papers must follow APA guidelines. At a minimum this means: the paper is typed using correct spacing; inclusion of a properly formatted title page, margins set at 1 inch; 10 or 12 point font using Arial or Times New Roman only; page number in upper right corner of the page starting with the title page, Running head listing the assignment title.

The following websites may be helpful for writers not familiar with APA style as well as writers looking for clarification. Online resources for APA are not a replacement for the APA Publication Manual. The manual provides a wealth of information on a variety of topics, not just how to cite sources.

*Please note that many online resources will not have been updated with the latest information from the 6th edition of the APA manual.*

http://owl.english.purdue.edu/owl/resource/560/01/
http://www.apastyle.org

Grading criteria for written work will include (at a minimum): thoroughness, logical development of points, clarity of written expression, application of theory/ readings from the course and from independent research, and appropriateness of the product to the topic chosen/assigned.

Each sentence or part of a sentence must be entirely in the student's own words (paraphrased), unless a direct quotation is indicated by the use of quotation marks and page numbers. All sources of words or ideas must be attributed by citation.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source.

**F. Grading Policy:**

All papers must be grammatically correct using APA style.

Students are to respond completely to assignments. *Make sure you read details of assignments carefully.* You may have headers, italics, or bolded words to emphasize your addressing all areas required. Some assignments will have a grading rubric available on Blackboard. Clarity, organization, substance, and APA format will be assessed. All assignments must be turned in on the scheduled due date by the beginning of class.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
You are expected to keep track of your performance throughout the semester and seek guidance from available sources (including me) if your performance drops below satisfactory levels.

G. Make-Up Exam or Assignment Policy:

Make up examinations will be allowed under documented emergent circumstances. Since the only major examination for this class is a final, the student will need to apply for an Incomplete for the class.

There is no make-up for missed in-class activities.

Late Assignments:
Assignments are due at the beginning of class on the date assigned. Please submit an outline to the instructor for all presentations.

H. Attendance Policy:

Attendance, participation and professionalism are essential. Since it is not possible to participate in class discussions and activities if you are not present, attendance will be critical. Arriving late and departing early is disruptive. Attendance at every scheduled class session is expected.

The instructor will not provide make-up work or information for missed classes. You need to ask a peer about any information or activities you miss.

Your experience with this course will be determined, to a large degree by the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept constructive feedback; being prepared to work with your colleagues on in-class activities. Become familiar/review the NASW Code of Ethics, it establishes the foundation for respect of each other and the evolving perspectives we possess and share throughout the course.

I. Course Schedule:

See the Agenda for your class and section (attached).

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.

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/aoa/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, §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.

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.*