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

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: SOCW 2311. Prospective BSW majors only. Grade of C or better in SOCW 2311 required.

Class time will be provided to discuss and prepare the Group Ethics presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period.

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:

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

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
1. Recognize and manage personal values in a way that allows professional values to guide
2. 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
3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled

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

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

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

1. Use research evidence to inform practice.

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

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

**Educational Policy 2.1.10(a), (b), (c), and (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

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

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

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

**Educational Policy 2.1.10(c)—Intervention:** Social workers

1. Initiate actions to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems.
4. Negotiate, mediate, and advocate for clients; and
5. Facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation:** Social workers critically analyze, monitor, and evaluate interventions.

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

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


*Please note that students will use these texts again in SOCW 3304. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

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

N/A

**E. Major Course Assignments & Examinations**

**A. GENOGRAM AND ECOMAP - 10%**

Each student will create a three generation family Genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may also include your children in the Genogram. Each student will also create an ecomap. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.6(a)

Educational Policy 2.1.7(a) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v)

**B. ETHICS GROUP PRESENTATION - 15%**

Working in small groups, students will make a 15-20 minute presentation in class regarding a case that involves an ethical dilemma. Students will discuss the dilemma and determine how the dilemma should be resolved. Class time will be provided to discuss and prepare the presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period.
Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.2(a, b, c, and d) Educational Policy 1.3(a, b, c) Educational Policy 2.1.7(a).

**C. EXAMS (2) - 25% each**

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

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

**D. Participation and In-Class Exercises/Role-plays - 10%**

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

In addition, each student is allowed up one (1) absence without grade reduction penalty. Each absence after the first (1st) absence will result in a 5 point reduction in participation grade per absence. (e.g. absence #2 = 95, absence #3=90, etc.) In addition, it is important for students to come to class prepared to take part in class discussions. Participation grades will reflect accordingly.

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

**E. SKILLS DEMONSTRATION: CHILD WELFARE or FAMILY TRAUMA CASE STUDY - 15%**

Students, working in dyads or triads, will answer skills-based questions to a designated case study by presenting their responses to the class. Students will review the assigned case and utilize material from lecture and textbooks to respond, utilizing engagement and exploring practice skills. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

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

**ONLINE TRAINING ASSIGNMENTS - Extra Credit**

Students can visit www.Txhealthsteps.com and complete up to two continuing education mini-courses for 5 points of extra credit each. Each individual extra credit submitted will be added, separately, to lowest
assignment or exam grade(s). Students will turn in copies of their course certificates as proof of completion by the last day of class.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.3 Educational Policy 2.1.6 Educational Policy 2.1.10 (b)

**PAPERS - GENERAL INFORMATION AND EXPECTATIONS**

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

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

**F. Grading Policy**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. All written assignments will be due on the date listed on the Course Schedule. **Ten points will be deducted for late assignments. No assignment will be accepted after 5 days late.**

**Grading:**

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
Below 60 = F

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

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

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

Make-up exams and their format will be provided at instructor’s discretion and a student must contact the instructor before the time of the scheduled exam. All exams will be administered on Blackboard. 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. Attendance is part of your final grade. As a matter of fairness and equity, **anyone missing more than one (1) scheduled class sessions will lose 5 points off of his/her attendance-participation grade per day absent.** Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final attendance-participation grade. Role will be taken at the beginning of each class. If it is necessary for you to be late or leave class early, please let me know in advance. Any in class assignment missed cannot be made up.

### 1. Course Schedule:

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>7/12/16 (Tues) Syllabus Review and Assignments</td>
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<td></td>
<td>7/13/16 (Wed) &quot;Introduction&quot; and &quot;The Challenges of Social Work&quot;</td>
<td>Cournoyer, Ch. 1 Hepworth, et al Ch. 1</td>
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<td></td>
<td>7/14/16 (Thu) &quot;Introduction to Professionalism&quot; and &quot;Direct Practice&quot;</td>
<td>Cournoyer, Ch. 2 Hepworth, et al Ch. 2</td>
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<td>Week 2</td>
<td>7/18/16 (Mon) Genogram and Ecomaps</td>
<td>Hepworth, et al Ch. 3</td>
<td>Complete the Genogram and Ecomap assignment - No In-person Class. (Submit the documents online via Blackboard or in person on 7/19.)</td>
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<td>7/19/16 (Tues) &quot;Overview of the Helping Process&quot;</td>
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<td>Bring copy of NASW Code of Ethics to class</td>
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<td></td>
<td>7/20/16 (Wed) &quot;Ethics&quot; Ethics Presentation Group Assignments</td>
<td>Hepworth, et al Ch. 4 Cournoyer, Ch. 5 NASW Code of Ethics: <a href="http://www.socialworkers.org/pubs/code/code.asp">http://www.socialworkers.org/pubs/code/code.asp</a></td>
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<td>7/21/16 (Thu) &quot;Talking and Listening&quot;</td>
<td>Cournoyer, Ch. 6</td>
<td>Class time provided to work in groups.</td>
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<td>Week 3</td>
<td>7/25/16 (Mon) Exami-Online</td>
<td>Cournoyer, Ch. 4</td>
<td>Complete Exam I on Blackboard. It is due by the end of day (11:59 p.m.), 7/25. No In-Person Class</td>
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<td>7/26/16 (Tues) &quot;Valuing Diversity&quot;</td>
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<td>Class time provided to work in groups.</td>
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<td>7/27/16 (Wed) Ethics Group Presentations</td>
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<td>7/28/16 (Thu) Guest Presentation from The Women's Center</td>
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<td>8/01/16 (Mon) &quot;Empathy and Authenticity&quot;</td>
<td>Hepworth, et al Ch. 5</td>
<td>Ethics Group Presentations</td>
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<td></td>
<td>8/02/16 (Tues) &quot;Preparing&quot;</td>
<td>Cournoyer, Ch. 7</td>
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<td></td>
<td>8/03/16 (Wed) &quot;Beginning&quot; &quot;Exploring&quot;</td>
<td>Hepworth, et al Ch. 6</td>
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<td></td>
<td>8/04/16 (Thu)</td>
<td>Cournoyer, Ch. 9</td>
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### 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 1-800-2-3-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
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 individuals with disabilities.

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://wwweb.uta.edu/aa0/fao/).

P. Disability Accommodations

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, 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 50.101, §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

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. 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.