A. Description of Course Content

This foundation level course introduces graduate students to both theory and methods for social work practice with individuals, families, and small groups. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the common roles assumed by social workers (e.g. facilitator, broker, advocate). Required of all except advanced standing students.

B. 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 2.1.6 - 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(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.

C. Required Textbooks and Other Course Materials


*Please note because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

**Discussion Board Postings - 20%:**

Active participation in Discussion Boards is vital to the learning process and critical for maximizing your learning experiences in this online course. Part of the assessment criteria for the course includes evaluation of not only the quantity of your participation in the discussion forums, but also of the quality. All students are expected to complete assigned readings prior to posting in the weekly discussion forums. 10 of the weekly sessions will contain Discussion Board questions.

In response to the discussion question that is posted, you are expected to contribute a response of at least 200 words to the question presented by the instructor and a response to at least one (2) of your peers. The response must be a minimum of 100 words. While only two peer responses are required per week, students are encouraged to participate more often. Although you will be able to view the question earlier, the actual discussion board will open on Sundays at 12:00 am. Each discussion forum "closes" at 11:59 pm (a stroke before midnight) on the following Saturday. Due to the interactive nature of this course and this assignment, it is impossible to grant extensions for weekly discussion postings. Additionally, please note that if there is a discussion question that requires you to do something, such as watch a video or listen to a podcast, this must be completed before Saturday evening so that you can complete and submit your post on time.

**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)

**Quizzes - 20%:**

There will be four (4) quizzes throughout the semester dealing with factual material covered in the course. They will be composed of multiple-choice, and true/false questions. Sessions that contain a quiz will be appropriately marked. Students will have the entire session to complete the quiz as each quiz is not timed and does not require forced completion; however, once submitted, the quiz is considered final (e.g., no multiple attempts).

**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)

**Biopsychosocial Assessment - 30%:**
Students will complete a biopsychosocial of an individual of their choosing. A biopsychosocial history is a comprehensive assessment of an individual. It is expected that you will complete the assessment fully and in a professional manner. This includes paragraph form (no bullet points), complete descriptions, and using formal writing (without contractions, slang, etc.). This assignment will also have a reflective component in which you will evaluate how well you were able to engage the client and use the interviewing skills studied in class. Additional information on the content, style, and grading of this assignment will be posted on Blackboard in the Assignments folder.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.7 subpoint 1 and Educational Policy 2.1.10(b) subpoint 1-4

Theory to Practice Comparison Paper - 30%:

The paper is to compare two practice models (e.g., motivational interviewing, solution-focused brief therapy, narrative therapy, case management, pschoeducation, etc.) from your review of practice models and the literature. The paper should be 6-8 pages in length and written APA style. At least 5 professional references are required. Two of these references must be from social work books or journals. Additional information on the content, style, and grading of this assignment will be posted on Blackboard in the Assignments folder.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.7 subpoints 1 and 2; Educational Policy 2.2.10 b subpoints 1-4; Educational Policy 2.2.10 c subpoints 1-5

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/
- 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.).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through Blackboard.

F. Grading

All written assignments must be grammatically correct using APA style. Assignments 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 (including Discussion Boards). No assignment will be accepted after five 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.
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 Exams

There will be no makeup quizzes unless the student can provide a written request and receives approval from the professor before the time of the scheduled quiz. All written assignments will be due on the date listed on the Course Schedule. Ten points will be deducted for late assignments (including Discussion Boards). No assignment will be accepted after five days late.

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

As this is an online course, not "attendance" is taken; however, students will be held accountable for completing weekly assignments and actively participating in all discussion boards. This course runs on a calendar week, which means each week begins on a Sunday (at 12 a.m.) and ends on a Saturday (at 11:59 p.m.).

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/Readings</th>
<th>Assignment(s) Due</th>
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<td>C = Cournoyer Textbook</td>
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<td>H = Hepworth Textbook</td>
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<td>8/28 – 9/3</td>
<td>Introduction to Course</td>
<td>Introductory Profile</td>
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<td>9/4 – 9/10</td>
<td>Introduction (C:1)</td>
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<td>Intro to Professionalism (C:2)</td>
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<td>Challenges of SW (H:1)</td>
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<td>Overview of Helping (H:3)</td>
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<td>9/11 – 9/17</td>
<td>Diversity and Difference (C:4)</td>
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<td>Operationalizing Values (H:4)</td>
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<td>9/18 – 9/24</td>
<td>Conveying Empathy (H:5)</td>
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<td>Verbal Exploring (H:6)</td>
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<td>Talking and Listening (C:6)</td>
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<td>Discussion Board #4</td>
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<td>9/25 – 10/1</td>
<td>Preparing (C:7)</td>
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<td>Beginning (C:8)</td>
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<td>Quiz #2</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.

### 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 Grievances


### 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 the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.
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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](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](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](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](http://www.uta.edu/library)
- Subject Guides: [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves: [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off-Campus: [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask a Librarian: [http://ask.uta.edu](http://ask.uta.edu)

N. 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/](http://wweb.uta.edu/aao/fao/)).

O. 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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](http://www.uta.edu/disability) or calling 817-272-3364.

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).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also
available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**P. Non-Discrimination Policy**

*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.*

**Q. Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**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 in their courses by 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. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

**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](http://www.uta.edu/oit/cs/email/mavmail.php).

**T. Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

**U. Student Feedback Survey**
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, 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.