# Course Information

**Semester/Year:** Fall 2016  
**Course Title:** Introduction to Social Work  
**Course Prefix/Number/Section:** SOCW 2311-002  
**Instructor Name:** Pamela Johnson, MSSW, LCSW  
**Faculty Position:** Assistant Professor in Practice  
**Faculty Profile:** [www.uta.edu/profiles/pamela-johnson](http://www.uta.edu/profiles/pamela-johnson)  
**Office Number:** GACB 113  
**Phone Number:** 817 272 - 3181  
**Email Address:** pamelajohnson@uta.edu  
**Office Hours:** Before and after class, by email and phone appointments  
**Day and Time of Class (if applicable):** Tuesday/Thursday 2:00 pm - 3:20  
**Location:** Trimble Hall #218  

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

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## A. Description of Course Content

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.

## B. 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

University of Texas at Arlington Core Curriculum

This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences. As such, it contains core objectives and learning outcomes in critical thinking, communication, empirical and quantitative reasoning, and social responsibility. These are listed here with relevant assignments to assess these outcomes:

Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Assessments: Midterm and Final Exams, Weekly Discussions, Fields of Practice Paper.

Communication Skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Assessments: Weekly Discussions, Fields of Practice Paper.

Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assessments: Midterm and Final Exams, Weekly Discussions, Fields of Practice Paper.


C. Required Textbooks and Other Course Materials


This text has an accompanying online supplement. www.routledgesw.com/cases.
D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

Interactive Case: 20 points: Due 10/13/16

‘Select only one (1) of the six (6) cases below to begin. Once you are logged in, you are able to save any notes you take on the chosen case.

‘To access the site: http://routledgesw.com/caseStudies

‘Here are the instructions for this activity:

‘Choose one of the cases offered on the website.

‘Save whatever notes you take as that will be submitted to me.

‘Once you have chosen a case, you will see menu items: engage, assess, intervene, evaluate.

‘You need only focus on engage, assess, intervene.

‘Read over the narrative of the chosen case, complete the questions for each of the 3 categories, i.e. engage, assess, intervene.

‘Go to “Evaluation”, to “Results”, to “My Notebook”, and print for your engagement, assessment, and intervention notes.

‘Submit the narrative

Community Assignment: 20 points - 15 points for completing assignment and submitting to Blackboard. 5 points for presenting what you learned to class. Please arrange presentation time with instructor. (Addresses EPAs 2.1.2,2.1.3)

Students may choose one of the following options:

1. Complete 10 community service hours in a nonprofit social service agency. Students must complete the "Intent to Complete Community Service Hours" form & provide proof of hours in the form of agency letter head and signature of the volunteer coordinator. Community Service Forms must be approved prior to beginning the service hours.

OR


Students must complete the questions in Exhibit 12.7 & 12.8

The Social Worker must have a bachelor’s or master’s degree from an accredited university. Interviews may be conducted in person, skype, or by telephone.

Discussion Boards: 20 points 2 at 10 points each
This will be discussed in class.

Fields of Practice Paper/Presentation/Peer evaluation: 25 Points - 10 points for paper, 10 points for presentation, 5 points for peer evaluation

(Addresses EPAs, 2.1.3)

Students select a field of practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community) and submit a paper 6-8 pages, APA style. This will be done in a group.

The Fields of Practice paper is a paper that involves thorough research of the topic. Students will research a field of social work and obtain factual data to support ideas throughout the paper. Students may use professional journal articles, books, websites, & the course text for information. Students should not use internet material that does not support empirically based knowledge.

Paper should follow this format: Use the bolded words as headings for your paper sections.

APA Style (page numbers & headers)

Cover Sheet

Abstract

Introduction

Definition of the Field of Practice

Definition of Social Problem

Social Work Roles

Important Trends

National Organizations

Conclusion

References

The Fields of Practice Paper will be graded on the following:

- Following Instructions
- Use of APA Style
- Grammar, Punctuation, & Sentence Structure
- Relevance to Social Work
- Please use factual information rather than personal experience or opinion. Students will be graded on whether there is evidence to support the information. All information taken from outside sources should be cited.
- Written work must be clear, concise, and grammatically correct.
- All papers must follow APA guidelines. At a minimum this means including a title page, numbering the pages, using Times Roman 12 font, citing all references in the body of the paper and having a reference list at the close of the paper
- 10 points will be deducted from the overall score for each day a paper is late. For guidance on correct APA style go to http://www.uta.edu/library/help/files/cite-apa.pdf 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 this course.

PEER REVIEW OF PRESENTATIONS: 10 points (5 points each day)

Students will attend peer presentations and provide written, constructive feedback to peers.

EXTRA CREDIT: Guest Speaker Activity - possible 5 extra credit points
When there is a guest speaker students have the option to use the form provided under course materials to reflect on the speaker's presentation. Students will submit the form for an extra point per speaker.

F. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Case</td>
<td>20</td>
<td>10/13</td>
</tr>
<tr>
<td>Community Assignment</td>
<td>15</td>
<td>Ongoing - By 11/10</td>
</tr>
<tr>
<td>Community Assignment Presentation</td>
<td>5</td>
<td>Ongoing - By 11/10</td>
</tr>
<tr>
<td>Discussion Boards 2 at 10 points each</td>
<td>20</td>
<td>9/22, 10/27</td>
</tr>
<tr>
<td>Fields of Practice Paper</td>
<td>20</td>
<td>Due 11/17</td>
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<tr>
<td>Fields of Practice Presentations</td>
<td>10</td>
<td>Due 11/29 and 12/1</td>
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<tr>
<td>Fields of Practice Peer Review 2 at 5 points each</td>
<td>10</td>
<td>Due 11/29 and 12/1</td>
</tr>
<tr>
<td>Extra credit - Speakers reflections</td>
<td>(5)</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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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 ARE NO MAKEUP EXAMS.
Anyone arriving 15 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.
All written assignments will be due posted to Blackboard on the date listed on the Course schedule at the beginning of class.

Five points will be deducted for each calendar day the assignment is 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,

Due to the format and content of this course, regular and punctual attendance is imperative and expected. 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 grade. If it is necessary for you to be late or leave class early, please let instructor know in advance.
# I. Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
<th>DUE DATES</th>
</tr>
</thead>
</table>
| **Week 8/25** | *A Glimpse into the World of Social Work* | Students Read Syllabus in Detail
Chapter 1 Review: [http://www.helpstartshere.org/](http://www.helpstartshere.org/) | **1ST DAY OF CLASS**
• Course Welcome/Introduction
• In Class Discuss Syllabus Questions
• What does being a social worker mean?
• What interests you about the profession?
• What strengths do you offer?
• Discussion post | Community Presentations - can be scheduled throughout the semester |
| **Week 3 9/6 9/8** | *U.S. Poverty and the Implications for Social Work* | Chapter 3 | • Bring a news story related to a candidates or party’s position on poverty (republican, democrat, libertarian) | Community Presentations - can be scheduled throughout the semester. |
| **Week 4 9/13 9/15** | *The Social Work Environment* | Chapter 4 [http://undesadspd.org/Poverty/PovertyandInequality.aspx](http://undesadspd.org/Poverty/PovertyandInequality.aspx) | • Students bring a current news article example of discrimination or oppression to class for Discussion. Be prepared to present discuss with your peers. This can be an item from a news article from newspaper or an internet news source. | Community Presentations - can be scheduled throughout the semester. |
| **Week 5 9/20 9/22** | *Diversity in Social Work Practice* | Chapter 5 Read the NASW Standards for Cultural Competence [http://www.socialworkers.org/practice/standards/NAWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NAWCulturalStandards.pdf) | **Discussion board due 9/22** | Community Presentations - can be scheduled throughout the semester. |
| Week 7  | 10/4 10/6 | Social Work Perspectives and Methods | Chapter 6, Review Chapter 7 | Community Presentations - can be scheduled throughout the semester. |
| Week 8  | 10/11 10/13 | Social Work Perspectives and Methods | Chapter 7 | Interactive Case Due 10/13/16 Submit to BB |
| Week 9  | 10/18 10/20 | Fields of Social Work Practice | Chapter 8 | Community Presentations - can be scheduled throughout the semester. |
| Week 10 | 10/25 10/27 | Fields of Social Work Practice | Chapter 8 | Discussion Board Due 10/27 |
| Week 11 | 11/1 11/3 | Social Work Practice with Individuals & Families | Chapter 9 | Community Presentations - can be scheduled throughout the semester. |
| Week 12 | 11/8 11/10 | Social Work Practice with Groups | Chapter 10 | Students turn in Community Service Letter from Volunteer Coordinator (OR) Excerpts from the SW interview, see pages 399 |
| Week 14 | 11/22 11/24 | The Social Work Profession: What Have We Learned about Social Work | Chapter 12 | |
| Week 15 | 11/29 12/1 | Course Presentations | Field of Practice Presentations | Field of Practice Presentation Peer Reviews/Critiques |
| Week 16 | 12/6 12/8 | Course Review | Review of Peer Presentation critiques | Closure activities |

Please Complete the Course survey! Thank you!
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.

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) 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.uta.edu/library/help/subject-librarians.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
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 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://wweb.uta.edu/ao/oa/).

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). 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 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.

Counseling and Psychological Services, (CAPS) 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.

Q. 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.*

R. 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** or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.
S. 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/).

T. 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).

U. 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/).

V. 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](http://www.uta.edu/sfs).

W. 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.