A. Description of Course Content

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. 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 Textbooks 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 Textbooks and Other Course Materials**

N/A

**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 the quality. All students are expected to complete assigned readings prior to posting in the weekly discussion forums. **Four(4) 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 100 words to the question presented by the instructor and a response to at least two (2) of your peers. 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, and d)
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, 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)

**Ethical Dilemma Presentation - 30%**

In this assignment, students will determine an ethical course of action for handling an ethical dilemma in a chosen scenario. Scenarios will be provided. Students will utilize resource materials in:

- Class Lecture
- Cournoyer, et al. Chapter 5
- Ethical decision making handout

Each student will make a presentation (using Power Point, Prezi or any similar presentation program) and upload it to Blackboard. Additional information on the content, style, and grading of this assignment will be posted on Blackboard in the Assignments folder.

**Skills Demonstration: CHILD WELFARE or FAMILY TRAUMA CASE STUDY - 30%**

Students, working alone or in dyads, will answer skills-based questions to a designated case study. 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 posted on Blackboard in the Assignments 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, and d)
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)

**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. 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 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.

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

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
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 <em>calendar week</em>, 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22 to 1/28</td>
<td>Introduction to Course</td>
<td>• Introductory Profile</td>
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<td></td>
<td></td>
<td>• Discussion Board #1</td>
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</tbody>
</table>
| 2    | 1/29 to 2/4 | Introduction (C:1)  
Intro to Professionalism (C:2)  
Challenges of SW (H:1) | |
| 3    | 2/5 to 2/11 | DP Philosophy (H:2)  
Overview of Helping (H:3) | • Discussion Board #2         |
| 4    | 2/12 to 2/18 | Diversity and Difference (C:4)  
SW Values and Ethics (C:5)  
Operationalizing Values (H:4) | • Quiz #1                     |
| 5    | 2/19 to 2/25 | Social Work Code of Ethics  
http://www.socialworkers.org/pubs/code.code.asp | • Ethical Dilemma             |
<p>| 6    | 2/26 to 3/4 | Conveying Empathy (H:5) | • Discussion Board #3         |
| 7    | 3/5 to 3/11 | Verbal Exploring (H:6) | • Quiz #2                     |
| 8    | 3/12 to 3/18 | Spring Break! | Enjoy your Spring Break.        |
| 9    | 3/19 to 3/25 | Talking and Listening (C:6) | |
| 10   | 3/26 to 4/1 | Preparing (C:7) | • Discussion Board #4         |
| 11   | 4/2 to 4/8 | Beginning (C:8) | • Quiz #3                     |</p>
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<tbody>
<tr>
<td>12</td>
<td>4/9 to 15</td>
<td>Counterproductive Communication (H:7)</td>
</tr>
<tr>
<td>13</td>
<td>4/16 to 4/22</td>
<td>Exploring (C:9)</td>
</tr>
<tr>
<td>14</td>
<td>4/23 to 4/29</td>
<td>• Skills Demonstration</td>
</tr>
<tr>
<td>15</td>
<td>4/30 to 5/6</td>
<td>• Quiz #4</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**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:
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://www.uta.edu/aaoc/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](http://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 jmhodk@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/.

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/maymail.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/.

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.