UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall/2015

Course Title: Poverty, Inequality, and Social Policy

Course Prefix/Number/Section: SOCW 6303 001, 002

Instructor Name: Bonita B. Sharma

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Contact Hours: I prefer to be contacted through e-mail, online, or talk on the phone Monday through Friday. To meet in person, please make an appointment.

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

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

This course examines the nature and extent of poverty and inequality in the United States, their causes and consequences, and the debate concerning the role of government in providing anti-poverty programs. Many political points of view are presented, from the radical left to radical right. Prerequisite: SOCW 5303: Foundations of Social Policy and Services.

It will also address larger global economic trends and their influence on domestic and international poverty. It is by understanding all the perspectives, arguments, and positions that we can collectively begin to effect change.

Course content builds on a liberal arts foundation and includes social philosophy, values and ethics, social and economic justice, oppression, diversity, populations at risk, and welfare as well-being. Students are assumed to have a working knowledge of American government,

economic, and democratic processes as practiced in the United States. Critical thinking skills are emphasized and where available, the course employs an evidence informed practice approach.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

5.0 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare such as ability to:
1. Analyze organizational, local, state, national and international issues in social welfare policy, and social service delivery
2. Analyze and apply the results of policy research relevant to social service delivery
3. Understand and demonstrate policy practice skills in regard to economic, political and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values
4. Identify financial, organizational, administrative, and planning processes required to deliver social services.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
- CAP Advanced Practice Behaviors (assessed through Perspectives on Poverty Paper and Final Project Paper):
  - Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
- CAP Advanced Practice Behaviors (assessed through Perspectives on Poverty Paper and Final Project Paper):
  - Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.
  - Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
- CAP Advanced Practice Behaviors (assessed through Perspectives on Poverty Paper and Final Project Paper):
  - Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.

o   Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- CAP Advanced Practice Behaviors (assessed through Perspectives on Poverty Paper and Final Project Paper):
    o   Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.
    o   Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.

Upon completion of this course, students will be able to:

1. Have knowledge and skills to understand policy issues relating to poverty and inequality.
2. Apply social work values to analyzing issues concerning poverty and inequality.
3. Understand how American cultural values affect poverty programs.
4. Be able to use critical thinking to analyze and apply the results of policy research, including placing such research in a global perspective—that is, what implications might current or proposed U.S. policy have on other countries or populations outside of the U.S.
5. Apply a model of social policy in analyzing policy related to poverty or inequality.
6. Identify, critically evaluate, and apply appropriate, evidence-informed interventions at the agency or community level. (Such evidence-informed interventions may come from outside of the United States, so students should cultivate a global perspective on sources of information and evidence).
7. Understand and demonstrate policy practice skills, particularly in terms of critical thinking, research, analysis and writing.
8. Demonstrate skills in ethical and empowerment-based social work policy practice, taking into account the impact of diversity (race, gender, sexual orientation, ability, culture, religion, national origin and other client characteristics) in organizations, and communities.
9. Use policy practice skills to influence, formulate and advocate for policy consistent with social work values, designed to most help populations at risk and to further social and economic justice.

C. _Required_ Text(s) and Other Course Materials:

Schiller, B. R. (2008). *The economics of poverty and discrimination,* 10th ed. Upper
        Saddle River, NJ: Pearson/Prentice Hall.

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

Students will actively utilize *Blackboard* to access course assignments, recommended reading, videos, and to communicate with peers and the professor throughout the semester.

E. Major Course Assignments & Examinations:

1. **Quizzes**

Three quizzes will be given to you this semester. Quizzes will cover material from the text book chapters indicated in the course outline below. All quizzes will be True/False. The scheduled quizzes will be due by 11:59 pm on the dates noted on the course outline. Each quiz will be made available 7 days prior to the due date.

2. **Discussions**

You are required to participate in **five discussions** for this online course. Write short 1-2 pages long papers answering one of several questions listed on Blackboard from the readings assigned from the text and/or other posted materials. You must choose to respond to only one of the questions for the specific assigned day.

These papers are to be written in APA format in terms of the paper being double-spaced and written in Times New Roman 12-point font. Start each paper by retyping the question you are answering. Additionally, address advocacy and social change issues, NASW Values and ethics, as well as implications for social work policy, practice, and research. Cite any source you use to write the paper. Be sure to review the Assessment Rubric for Short Discussions Papers.

With each submission you make you are also required to **comment on the answers of 1 classmate** for fullpoints. Quality of the response will be taken into consideration in awarding points for this assignment. **Following is the Assessment Rubric for Discussions.**

Assessment Rubric for Discussions		
	Points Possible	Awarded Points
Introduction: Student states question being answered, takes a position, and provides a brief introduction.	4	
Student uses class readings, lecture/seminar discussions in answering the question.	4	
Student uses theory/ies application in answering the question.	4	
Student addresses issues on advocacy and social change.	4	
Student addresses NASW Code of Ethics and Values as well as roles of social workers.	4	
Student discusses the implications for social work practice, policy, and research.	4	
Conclusion: Student provides a conclusion by tying in important points of the paper, summary.	4	

Mechanics of writing: Student is concise and adheres to the assignment requirements such as length of paper (3-4 pages), proper grammar and spelling, double-space, uses Times New Roman 12-pt-font, includes a title page and a grading rubric)	4	
Student responds to someone else's Short Paper in 200+ words using thoughtful and critical thinking skills. Quality of the response that addresses above eight criteria will be taken into consideration in awarding points.	8	
Total	40	

3. **Group Program/Project Paper**
(Addresses Educational Policies 2.1.2, 2.1.5, 2.1.6, and 2.1.8 and corresponding CAP Advanced Practice Behaviors)

This assignment is a group assignment, minimum 3, maximum 5 group members. No exceptions to group paper. All members of a group will be required to submit a peer evaluation form after submitting the policy paper so it is your responsibility to ensure equal input for this group assignment.

Each group will choose a state, county, federal, international, or non-profit human service program that addresses poverty. The paper will describe how poverty affects who the clientele is, how they are viewed and treated and how resources are allocated to this program. It is advised that students start this project early in the semester.

For this project, you are encouraged to engage in collaborative learning with classmates, share resources and discuss your work with each other as this more closely replicates the working situation in social work agencies. *Creativity and innovation is encouraged for this assignment such as the following: reviewing agency policies and procedures, interviewing administrators, clients, staff and volunteers in these programs, using videos/DVD's, Power Points and other visual aids.* Each group must provide their classmates with a resource list or organizations/websites currently addressing poverty locally, nationally, and internationally.

Use APA style and a minimum of 10 references for the final paper. Be sure to review the required outline and the rubric to insure coverage. Paper length is as needed not to exceed **12-15 pages** body (cover & references not counted). A grading rubric is presented below for your guidance.

*This paper must be submitted via Safe Assign and the presentation must be posted on the discussion forum.

Required Outline for the Group Program/Project Paper

I. Introduction of paper/presentation
Discuss the overview of your paper and presentation. Include all major sections that will be addressed. It is great to include statistics on poverty or similar agencies/programs addressing poverty, or lack thereof of such information.

II. Description of program selected and its clients
Describe the history of the agency and the specific program (including the legal base.) What problem is the program designed to solve? (It may not be designed to address poverty.) What do they do to solve the problem? What values are inherent in the approach to the situation targeted? Are these values congruent with social work values? What is the source of funding? How do clients become eligible for the program? How many clients are in the program? What are some examples of other related program issues/components?

III. How do poverty and inequality impact the program?
General Overview, e.g., What are poverty and inequality in the context of this program? What definition of poverty makes the most sense in this program's context? What are some other general issues?

> A. Clients
> What percentage of the client population is poor? Give demographics of the client population served. How does being poor make you more or less likely to have the problem the program (s) is (are) designed to solve? How are poor clients viewed as opposed to non-poor clients? How does inequality affect clients? What are some other related issues or descriptions of the clients?

> B. Administratively & Socially
> What are the attitudes of workers and program administrators to having poverty or inequality raised as an issue? Is it seen by employees or administrators as an important reason people might be in the program? Are some clients systemically excluded or included based on their income or class status, even if these are not explicitly stated criteria? What are some other related issues? Give examples for the questions.

IV. Advocacy and Social Change/NASW Code of Ethics
How does the agency/program address advocacy and social change efforts? Be as specific as possible. Provide examples of advocacy and social change effort activities carried out by the agency and/or program. Do the values of the programs align with the NASW Code of Ethics? Give examples. What are the roles of social workers in these agencies? What are the implications for social work practice, policy, and research?

V. Conclusion
What impact do poverty and inequality have on this program and its clients? How would the program be different if poverty or inequality was a more central focus of the program? What recommendations do you have for improving the program based on what you have learned? (Consider what policies need to be developed or modified. How can you as a social worker promote these policy changes?)

Assessment Rubric for Group Project on Poverty (paper)		
	Points possible	Points awarded
Introduction: This section tells the reader what the paper is about, provides an overview of the paper and attracts the reader's attention.	20	
Description of Program: Provides the reader with a clear sense of problem the program is designed to solve, what the goals and objectives of the program are, who the clients are and other such factors.	40	
How Poverty and Inequality Affect the Program: General Overview This section needs to be integrated into the paper and be conceptually clear. It might help to discuss what poverty and inequality are, in the context of this program, what definition of poverty makes the most sense in this program's context, etc.	35	
How Poverty and Inequality Affect the Program: Clients. How well does the paper answer the questions posed in the outline? What other information is brought out about how the experiences of poverty and inequality affect clients in the program? Is this section thoughtful in applying the ideas of and information from the course?	45	
How Poverty and Inequality Affect the Program: Administratively and socially. How well does the paper answer the questions posed in the outline? What other information is brought out about how the experiences of poverty and inequality affect the administration and social aspects of the organization? Is this section thoughtful in applying the ideas of and information from the course?	45	

Advocacy and Social Change Does this section address advocacy and social change efforts by giving websites/organizations currently involved in this effort? Does this section address the NASW Code of Ethics and roles of social workers? Does this section address the implications for social work practice, policy, and research?		45	
Conclusion. Does this section answer the questions on the outline? Are the consequences of the answers clear? Are the recommendations made appropriate and feasible?		40	
Mechanics of writing (grammar, spelling), APA use, Times New Roman 12-pt font, double-spaced, title page, references, etc.		30	
Post a coherent presentation of your paper on the assigned portal in the discussion board and critique your peer.		100	
	Total	400	

4. **Perspective on Poverty Paper**
(Addresses Educational Policies 2.1.2, 2.1.5, 2.1.6, and 2.1.8 and corresponding CAP Advanced Practice Behaviors)

Paper Guidelines: This paper should be no more than 5 pages; typed and double-spaced. The cover page and references do not count as part of the 5 pages. The following outline provides suggestions that may help you write a successful paper and meet the learning objectives outlined above. Additionally, please remember that page count means nothing without depth. Title Page: A title or cover page should include your paper's title, name, course title, semester, university and department name, and date. Be sure to review this section and the Self-Assessment Reflection Grading Rubric for coverage in your self-assessment.

Section I: Background Information
Describe the development of your beliefs and attitudes toward poverty in relation to race/ethnicity, gender, class, religion, sexual orientation, abilities. Please discuss these developments as they pertain to each of the aforementioned groups. Include how you believe they were shaped by factors such as your-Ethnic or racial heritage, Gender, Sexual orientation, Socioeconomic group, Region of the country, and/or Religious beliefs or affiliations. What kind of messages (spoken or unspoken) did you get about people who were poor and poverty in general?

Section II: Current Assessment

What are your beliefs and attitudes about poverty at this point in your life? Have you chosen to retain those of your upbringing or have you modified or replaced them? Identify and discuss biases you now have regarding the poor in regards to ethnic/ racial heritage, gender, sexual orientation, abilities, income, religious beliefs or affiliation. How do those biases influence the ways in which you interact with members of those groups? Were you particularly interested in or surprised by any of the information you may have uncovered while completing this assignment?

Section III: Ethics and Values Assessment
Discuss your views of the NASW code of ethics and values in relation to the poor, poverty in general, and to your being a social work student. Discuss how you will apply these ethics and values to your practice with persons living in poverty.

Describe how you can apply the code of ethics to increase acceptance of human differences.

Reference Page: All references should be double-spaced and follow the APA format.

Delay completion of this assignment until we/you have covered the breadth of material in the course in order to avoid premature conclusions about your perspective.

Perspective on Poverty Paper Grading Rubric		
	Points Possible	Points Awarded
Introduction and Background information provided.	20	
Current assessment of your views and beliefs regarding the poor and poverty.	20	
Ethics and Values Assessment	40	
Mechanics of writing: APA format title page, double-spaced, Times New Roman 12-pt-font, spelling, grammar, etc.	20	
Total	100	

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.

In most cases, expect the instructor to grade assignments within 2 weeks of the due date; note the

department requirement for grading is within 3 weeks of the due date. If you have questions about your grade, check the grade center on Blackboard.

All assignments are due by 11:59 pm on due dates.

Assignments	Points Possible	Due Dates
Quizzes 3 (100pts each) 10% each - Total 30% of course grade Addresses student learning outcomes 2, 3, 5, 7	300	October 4th November 1st December 14th
Discussions 5 (40pts each) 20% of course grade Addresses student learning outcomes 1, 2, 3, 4, 5, 6, 7	200	September 20th September 27th October 11th October 25th November 15th
Group Project : Addressing Poverty and Inequality 40% of course grade Addresses student learning outcomes 1, 2 3, 4, 5, 6, 7, 8, 9	400	November 22nd
Perspective on Poverty Paper 10% of course grade Addresses student learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9.	100	December 6th
Total Possible Points	1000	

The grade for work in this course is determined by the points total accrued in the four designated assignment areas, as outlined above. The semester grade is calculated as follows:

> A = 1000-900 points
> B = 899-800 points
> C = 799-700 points
> D = 699-600 points
> Fail = less than 599 points

*UTA does not assign half letter grades.

**ALL PAPERS ARE TO BE UPLOADED TO BLACKBOARD SAFEASSIGN **

Guidelines for All Written Work

5. Grading criteria for written work include: thoroughness, logical development of points, clarity of written expression, application of theory/ readings from the course and from independent research, and appropriateness of the product to the assignment given.
6. Students are urged to proof read and/or have someone else proof read assignments prior to submission. **This instructor is inclined to return assignments (ungraded for resubmission) that contain significant amounts of unclear thoughts and sentences, and grammatical errors.**
7. Each sentence or part of a sentence must be entirely in the student's own words (paraphrased), unless a direct quotation is indicated by the use of quotation marks and page numbers.
8. All sources of words or ideas must be attributed by citation. Failure to do so constitutes failure to meet the assignment and may be plagiarism.
9. All written work should be uploaded to Blackboard via SafeAssign in addition to other sections of Blackboard.
10. Papers will be returned electronically to the student.

G. Make-Up Exam or Assignment Policy:

Students are expected to complete assignments by each deadline. Arrangements extending deadlines for individual students are made at the instructor's discretion.

To avoid receiving a failing grade due to lack of participation and assignments dues, it is the student's responsibility to withdraw from or drop the class according to University guidelines and time frames. An incomplete grade for the semester will only be considered in the event of a documented medical emergency.

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. For this course, here is the attendance policy:

Students are expected to participate in all required assignments in this class by the due dates.

I. Course Schedule:

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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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.*

Date: Week Beginning	Topics	Required Reading/ Additional readings/materials are in the BlackBoard	Assignment Due
Week 1: 8/27 – 8/31	Introduction to the class ▪ Introduction to Ethics, Ideology, and Social Justice ▪ Review NASW Code of Ethics ▪ Review 6th Edition APA	http://www.socialworkers.org/pubs/code/default.asp) http://owl.english.purdue.edu/owl/resource/560/01/	
Week 2: 9/7	Understanding Poverty and Inequality ▪ Sociological and Psychological Theories on Poverty	Schiller: Chapters 1 & 2	
Week 3: 9/14	Understanding Global Poverty ▪ Theories of Global Poverty ▪ Counting the Poor	Schiller: Chapters 3 & 4	Discussion 1: Materials from Weeks 2 and 3 included in this discussion Due by September 20th end of the day.
Week 4: 9/21	Work Related Issues and Welfare ▪ Maintenance of Poverty ▪ Labor Force Participation ▪ The Working Poor	Schiller: Chapters 5 and 6	Discussion 2: Materials from Week 4 included in this discussion Due by September 27th end of the day.

Week 5: 9/28	**Quiz 1** includes readings from Chapters 1 through 6		Quiz 1: due by October 4th
Week 6: 10/5	Family-related Issues ▪ Family Size and Structure ▪ Age and Health	Schiller: Chapter 7 and 8	Discussion 3: Materials from Week 6 included in this discussion Due by October 11th end of the day.
Week 7: 10/12	Culture and Race-related Issues ▪ The culture of poverty	Schiller, Chapter 9	
Week 8: 10/19	Education and Discrimination ▪ Intersections of class, race, sex, gender and other discriminations in education	Schiller: Chapters 10 and 11	Discussion 4: Materials from Weeks 7 and 8 included in this discussion Due by October 25th end of the day.
Week 9: 10/26	**Quiz 2** includes readings from Chapters 7 through 11		Quiz 2: due by November 1st
Week 10: 11/2	Discrimination in Employment and Equal Opportunity Policies ▪ Discrimination in Labor Market Equal Opportunity Policies	Schiller, Chapters 12 and 16	
Week 11: 11/09	Policy responses: Welfare and Social Insurance ▪ Welfare Reform PWORA 1996 ▪ Social Insurance programs ▪ Public Assistance programs	Schiller: Chapters 13 and 14	Discussion 5: Materials from Weeks 10 and 11 included in this discussion Due by November 15th end of the day.

Week 12: 11/16	<u>Group Project on Addressing poverty and Inequality Due</u> *Please submit only one paper per group through Safe Assign on Blackboard. Remember to fill out the peer evaluation form.		Group Project on Addressing poverty and Inequality Due by <u>November 22nd</u>
Week 13: 11/23	<u>Structural Unemployment, Welfare to work and Poverty</u> ▪ Macroeconomic policies ▪ Job training Programs ▪ Equal Opportunity Policies	Schiller, Chapters 15	
Week 14: 11/30	<u>Comprehensive Understanding and Future Direction</u> ▪ Direction & Prospects	Schiller, Chapters 17	Perspective on Poverty Paper Due by <u>December 6th</u>
Week 15: 12/07	Wrap up Course Evaluations		
Week 16: 12/14	**Quiz 3** includes readings from Chapters 7 through 12, 16		Quiz 3: due by <u>December 14th</u>

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:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Graduate Catalog. http://catalog.uta.edu/academicregulations/grades/#graduatetext.

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page ....http://www.uta.edu/library
Subject Guides ....http://libguides.uta.edu
Subject Librarians ....http://www-test.uta.edu/library/help/subject-librarians.php
Database List...............................http://www-test.uta.edu/library/databases/index.php
Course Reserves..........................http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ....http://discover.uta.edu/
E-Journals http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials ....http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus ....http://libguides.uta.edu/offcampus
Ask a Librarian ....http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class

or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators

will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the "School's vision is to promote social and economic justice in a diverse Environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.

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Useful Websites

Texas Poverty CPPP
http://www.cppp.org/research.php?aid=96

Poverty Census Bureau
http://www.census.gov/hhes/www/poverty/poverty.html

Poverty UN*
http://www.undp.org/poverty/

Poverty White House*
http://www.whitehouse.gov/issues/poverty

World Bank - Poverty
http://www.worldbank.org/poverty/