



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

**Semester/Year:** Fall 2017

**Course Title:** Social Work Education: Principles and Skills

**Course Prefix/Number/Section:** SOCW 6396-001

**Instructor Name:** Beverly Black, PhD

**Faculty Position:** Professor

**Faculty Profile:** N/A

**Office Number:** N/A

**Phone Number:** N/A

**Email Address:** beverlyblack@uta.edu

**Office Hours:**

**Day and Time of Class (if applicable):** Tuesday, 2-4:50

**Location:** SOCW 114

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

### A. Description of Course Content

This course considers a range of ideas in educational thought relevant to the formulation of an analytical appraisal of social work education and training. Educational methods and skills relevant to social work are addressed and practice opportunities offered.

This course provides a theoretical background to enable the student to better understand the teaching task in education for social work practice and issues in the broader context of higher education which affect social work education. It draws on theory from the academic disciplines of Philosophy, Psychology, Education, History and Social Work in order to achieve the course objectives. The course also provides opportunity for teaching skills development through classroom practice and discussion of teaching experiences.

Prerequisite: acceptance into the Ph.D. program.

### B. Student Learning Outcomes

1. Demonstrate an understanding and application of adult learning theories to student learning.
2. Critique educational thought and philosophies to begin to develop a personal philosophy of teaching and education.
3. Demonstrate an understanding of issues in higher education in the USA and the role of social work education in this broad context of higher education.
4. Design class materials, examination questions and grading schemes for use in a social work course that incorporates levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation), various learning style and various instructional strategies.
5. Critically discuss contemporary and future issues in social work education, including ethical issues, online

teaching and accreditation standards and competencies in the discipline.

6. Design class materials, examination questions and grading schemes for use in a social work course that demonstrate knowledge of the social work curriculum and CSWE's EPAS.

### **C. Required Textbooks and Other Course Materials**

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. Bolton, MA: Anker Publishing Co. Inc.

### **D. Additional Recommended Textbooks and Other Course Materials**

Davis, B.G. (2009). *Tools for Teaching, 2nd Edition* Jossey Bass San Francisco, CA.

Bigge, M.L. & Shermis, S.S. (2004) *Learning Theories for Teachers* (6th ed.). Needham Heights, MA: Allyn & Bacon.

Boice, R. (2000). *Advice for New Faculty Members*. Needham Heights, MA: Allyn & Bacon.

Royse, D. (2001). *Teaching Tips for College & University Instructors: A Practical Guide*. Needham Heights, MA: Allyn & Bacon.

Svinivki, M. & McKeachie, W. (2011). *McKeachie's Teaching Tip's: Strategies, Research and Theory for College and University Teachers* (13<sup>th</sup> edition). Belmont, CA: Wadsworth.

### **E. Descriptions of Major Assignments and Examinations**

#### **Short papers (60 points) (2 papers @ 30 points)**

##### **# 1 Philosophical paper due 10/3**

Write a 3-4 page short paper on one of the topics below. It must be an academic and appropriately analytical. It should avoid over-emphasis on descriptive material, and must be thoroughly referenced APA style. Respond to classmates' papers.

1. Discuss the differences between progressive and conservative approaches to education. In what way are these views reflected in the professional training of social workers?
2. Compare and contrast the ideas of two educational philosophers whose work you have studied, showing how similar ideas might be reflected in differing approaches to social work education and training.
3. "There are important distinctions to be made between *education* and such activities as *instruction*, *propaganda*, *conditioning* and *indoctrination*, . . . but they are all particular forms of *teaching* ." (Gribble). Discuss the above quotation in the context of social work education and training.
4. Discuss the view that Andragogy and Pedagogy represent two differing philosophical approaches to education rather than real differences between the needs of adults and of children as learners. What are the implications for professional education in social work?
5. Discuss where you think Nilson drew upon for her comments on teaching students from one's own discipline. With which early educational philosopher do you suspect she is most closely aligned? Discuss your reasoning.

##### **#2 Learning Theory and Learning Styles Assignment due 10/10.**

Students will choose learning style with which they have a difficult time relating. Discuss the learning theory upon which this learning style may be grounded. How might you show sensitivity to this learning style when teaching a class?

### **Reflection Paper (10 points)**

Following the online sessions (as noted), students are asked to reflect on their learning for the module. Reflection is a process where a present circumstance or event is compared to a past experience. The past experience is replayed or re-evaluated in terms of new information. This analytic exercise enables the formation of new knowledge, perspectives, mental models, and ultimately, changes in behavior or action. Critical reflection or critical thinking focuses on the process by which individuals question and reformat previously accepted assumptions and form alternative perspectives. In your reflection papers, reflect on the following: What attitudes, skills, and concepts have you gained from participating in this module? What did you know before; what did you want to know; and what did you learn in this module? What was the most significant factor in how you learned? All students are expected to fully participate in the discussion for the weeks that we have class online. You need to also respond to classmates postings. You do not need to respond to everyone's posts each week but 3 to 5 responses would seem about reasonable. Responses should entail value added. That is, add to the comment versus "that was interesting." Half of the reflection points will reflect response to reflection papers.

### **Grading papers (50 points) due 11/7**

Students are asked to grade a set of papers. You need create a grading grid for your grading. Provide substantive comments on student papers.

### **Controversial Issue Debate/Presentation (20 points) due 9/19**

Choose a controversial issue in social work education. Create a discussion/presentation/debate which clarifies the varying points of view. Viewpoints must be supported from the literature (especially *Journal of Social Work Education*). Possible issues include but are limited to:

- (1) Should theories with limited empirical support be included in social work courses?
- (2) Does religion and spirituality have a significant place in the social work curriculum?
- (3) Can social work classes discuss socially sensitive topics without being labeled as "politically correct"?
- (4) Should content on people of color or other minorities be presented only by instructors of minority status?
- (5) Do social work educators have a responsibility to address issues related to the writing skills of their students?
- (6) Schools of social work: Should they be an independent entity or best housed in larger colleges?
- (7) Should convicted felons be denied admission to a social work education program?
- (8) Should CSWE limit the number of BSW and MSW programs that can be accredited?
- (9) Should CSWE allow Social Work Programs in religious institutions an exemption from the accreditation nondiscrimination standard related to sexual orientation?

## **Teaching Portfolio (200 points) due 10/24; revision 12/1**

There are 4 components to your teaching portfolio: (1) Critique of 3 syllabi; (2) Critiques of 3 textbooks; (3) Develop a syllabus; and (4) Teaching Philosophy

- Syllabus -requirements for submission of syllabus.

Develop a syllabus for a required undergraduate or graduate social work course.

In preparation of the syllabus development, students will need to:

1. Examine at least 3 syllabi used for the course (describe in one written page the strengths and weaknesses of each syllabus-total of 3 pages). You may use only 1 syllabus from UTA. The goal here is for you to look at syllabi from around the country for the syllabus you are developing.
2. Examine at least 3 texts used for the course (describe in one written page the strengths and weaknesses of each text for the course-total of 3 pages). If you have trouble locating texts, faculty members are good resources. Get the physical copy of the texts.
3. Develop a syllabus. The syllabus should contain:
  - Course domain and objectives based on CSWE accreditation standards
  - CSWE Competencies addressed in the course
  - University and school policies (attendance, academic honesty)
  - Your policies (attendance, late papers)
  - Required readings/texts
  - Assignments for the course
  1. Include at least 2 assignments in the syllabus
  2. Incorporate the requirement of critical thinking on part of the student
  3. Relate to the objectives of the course
  4. Include grading criteria for the assignments
  - Specify how each component of the assignment will be graded with the criteria of being awarded points.
  - Include criteria for writing, APA, etc.
  - Create a grading rubric for one assignment.
  1. How the grade for the course will be determined?
  2. Course outline
  3. Bibliography

After receiving feedback in class, you will submit a revised final syllabus with your portfolio. In revising your syllabus and teaching philosophy, please use track changes.

(2) Teaching Philosophy- You will begin to develop your teaching philosophy. In about one page (single spaced) discuss your views of learning and teaching. How will your philosophy of education be reflected in the classroom and in your interactions with students?

## **Teaching a class (100 points) due 11/28**

All students will be required to develop a 1 hour lecture to be presented to a SW class of their choice. You need to make arrangement with an instructor of a class to guest lecture/present in a class. It would be best to discuss with me which class you will ask to guest lecture in. I suggest you pick a foundation social work class (BSW or MSSW). The reason I suggest that is because when you first start out teaching, you will most likely teaching a foundation course. (Sorry, you will not teach the specialty classes that most faculty want to teach.). You will video the class and submit the video to class. Use evidenced-based instructional design to develop your lecture.

For your class presentation:

- Video tape the lecture
- Provide a handout for the class
- Develop an evaluation tool for students to assess your lecture.

For your assignment:

- Bring your taped video to the class; select portions of the video to show to that class
- **Submit** students' evaluations and video
- Write a 3-4 page summary discussing:
  - Educational tools you were used and the rationale behind using them. You need to relate this to the reading.
  - How your teaching reflected your philosophy of teaching.
  - Reflect on the evaluations you received. What did you do well? What did students say you need to improve on?

### **Class Facilitation (30 points)**

Students will facilitate/moderate an in-class discussion or discussion topic on the discussion board based upon the specific weeks' content, cases, additional readings, etc. Individual students will be responsible for the facilitation the discussion of the readings/assignments (if in class) or of postings and discussions on the course bulletin board for their specified week. **Specific topics/dates will be assigned by on students' interest and availability.**

### **F. 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,

### **G. Grading**

Four point/calendar are deducted on late papers.

<u>Assignments</u>	<u>Points</u>
Short Papers & Responses (2 @ 30 points)	60
Reflection Paper	10
Controversial Issue Debate/Paper and responses	20
Teaching Portfolio	200
Teaching Philosophy (40 points)	

Syllabus Development (100 points)

Syllabus Critiques (30) (10 points each)

Textbook Critiques (30) (10 points each)

Grading Papers with comments	50
Teaching a SW Class/Class Presentation	100
Class Facilitation	<u>30</u>
	470

A 423-470

B 376-423

C 329-375

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.

## **H. Make-Up Exams**

There are no make-up exams.

## **I. Course Schedule**

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

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### **August 29 IN CLASS**

- Introduction to class
- What is quality teaching?
- What kind of teacher do you think you will be?

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### **September 5 IN CLASS (facilitator)**

#### **Context of higher education in the USA and context of social work education in the university**

##### Specific Behavioral Objectives:

- Through lecture, readings and discussion, students will examine the nature of social work education in the university.
- Through lecture, readings and discussion, students will review the recent attack on social work education and assess responses to the attacks.

##### Readings:

Epstein, W. (1995). Social work in the university. *Journal of Social Work Education, 31*(2), 281-292.

Will, G. (2007). Code of Coercion. Washington Post, Sunday, October 14, Page B07. Also read some of the responses to Will's editorial. (For example, Steven Kempster from University of Michigan in Ann Arbor News).

Pearlman, C. A. (2013). Adjuncts in social work program: Good practice or unethical? *Journal of Teaching in Social Work, 33*(2), 209-219.

Thyer, B. A. (2002). Developing discipline-specific knowledge for social work: Is it possible? *Journal of Social Work*

*Education, 38*(1), 101-113.

Howard, T. (2016). PhD versus DSW: A critique of trends in social work doctoral education, *Journal of Social Work Education, 52*, S(1), S148-S153.

Sowbel, L. R. (2012). Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education 48*(1), 27-44.

Ott, M. & Cisneros, J. (2015). Understanding the changing faculty workforce in higher education: A comparison of full-time non-tenure track and tenure line experiences. *Education Policy Analysis Archives, 23*(90), 1-26.

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## **September 12 IN CLASS**

### **Council on Social Work Education (CSWE): Standards and Curriculum Policy in Social Work Education and the attack on Social Work Education**

#### Specific Behavioral Objectives:

- Through readings, lecture and discussion, students will examine the mission and history of social work education, as well as, accreditation standards set forth by CSWE.
- Through readings, lecture and discuss, students will review the evolution of educational policy and structure of social work education.
- Through readings, lecture and discussion, students will review the nature of baccalaureate education including the goals of BSW education, generalist social work practice, how the BSW curriculum builds on the liberal arts perspective, and how BSW education prepares students for MSW education.
- Through readings, lecture and discussions students will review the place of concentrations in the MSW curriculum and gain an understanding of the differences between foundation and advanced MSW curriculum.
- Through readings, lecture and discussion, students will demonstrate an understanding of the differences among baccalaureate, masters, and doctoral level social workers.
- Through discussion, students will critically assess the strengths and weaknesses of educational policy and accreditation standards in meeting its goals of encouraging quality professional social work education and competence in social work practice.

#### Readings:

Council on Social Work Education: Commission on Accreditation. (2008 & 2015). *Handbook of accreditation standards and procedures (5<sup>th</sup> ed.)*. Alexandria, VA. Read Educational Policy and Accreditation Standards (go to CSWE website, accreditation overview, then to Educational Policy and Accreditation Standards- EPAS). Read over accreditation standards and handbook.

#### Spend some time browsing on the CSWE website

2008 and 2015 EPAS-what is different?

Stoesz, D. (2013). Accountability in Higher Education and the Educational Policy and Accreditation Standards, 2008 *Research on Social Work Practice*, 23: 253-256,

Stoesz, D. & Karger, H. J. (2009). Reinventing social work accreditation. *Research on Social Work Practice*, 19 (1), 104-111. AND Responses to the Stoesz & Karger article- *Research on Social Work Practice*, 19(1), 111-133.

Drisko, J. (2014). Competencies and their assessment. *Journal of Social Work Education*, 50(3), 414-426

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### **September 19 ONLINE CLASS**

#### **Ideas of Educational Philosophers**

##### Specific Behavioral Objectives

- Through readings and online discussion, students will review the ideas of educational philosophers such as Plato, Rousseau, Dewey, Illich, Popper, and Freire,
- Through readings and online discussion, students will draw implications from educational philosophers for social work education on the perennial conflict between conservative and liberal approaches to educational ideas.

##### Readings:

<http://www.infed.org/thinkers/et-freir.htm>

<http://www.philosophypages.com/hy/2h.htm>

[http://www.the-rathouse.com/RC\\_PopperEdu.htm](http://www.the-rathouse.com/RC_PopperEdu.htm)

<http://www2.lucidcafe.com/lucidcafe/library/96jun/rousseau.html>

<http://www.preservenet.com/theory/illich/Deschooling/intro.html> (Why we must disestablish schools)

##### Assignment:

Write a short paper (3-4 pages) examining some of the thinking of the educational philosophers. See assignment description. Integrate content from the readings into your paper. Post your paper by 10/4. Respond to your classmates' papers and post by 10/8.

### **September 26 IN CLASS**

#### **Life in Higher Education**

##### Specific Behavioral Objectives:

- Through readings, students will review the challenges and rewards of the tenure and promotion process and how they might vary by institution.
- Through an interview with tenured and nontenured faculty member, students will review the challenges and rewards of the tenure process.
- Through readings and online discussions, students will assess the pros and cons of the tenure and promotion process at various institutions and understanding of strategies for obtaining tenure at various kinds of

institutions.

- Through discussion, students will reflect on what they learned about the nature of the tenure and promotion process.

### Readings

**Discuss the tenure experience with a faculty member...be prepared to share your discussion with the class.**

Gundersen, A. (2016). Neither star nor gypsy: How I found happiness outside academia" [\*PS: Political Science & Politics\*](#),49(3), 513-515.

Apgar, D. H. & Congress, E. (2005). Authorship credit: A national study of social work educators' beliefs. *Journal of Social Work Education*, 41(1), 101-114.

Green, R. G. (2008). Tenure and promotion decisions: The relative importance of teaching, scholarship, and service. *Journal of Social Work Education*, 44(2), 117-128.

Much, S. (2010). Faculty with practice experience: The new dinosaurs in the social work academy? *Journal of Social Work Education*,46(1), 57-66.

Lawrence, J. H., Celis, S. & Ott, M. (2014). Is the tenure process fair? What faculty think. *The Journal of Higher Education*, 85, 2, 155-192

[Dorenkamp](#), I & [Süß](#), S., (2017). Work-life conflict among young academics: Antecedents and gender effects. *European Journal of Higher Education*, 1-22.

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### **September 26 IN CLASS**

#### **Controversial issues in Social Work Education**

##### Specific Behavioral Objectives:

- Through readings and discussion, students will examine ethical issues concerning controversial issues in social work education.

##### Readings:

Students will create their own readings.

##### Assignment:

- Prepare a short paper/discussion addressing both sides of a controversial issue in social work education. See assignments for detail.

### **October 3rd ONLINE (facilitator)**

#### **Learning Theories and Learning Styles**

##### Specific Behavioral Objectives

- Through readings and discussion, study will examine contemporary learning theory.

- Through readings and discussion, students will examine the application of learning theory to teaching practices
- Through readings and discussion, students will distinguish among various learning styles.
- Through readings and discussion, student will examine the philosophy and approaches to adult learning

Readings:

Nilson, Chapters 1 Understanding Your Students and How They Learn

Nilson, Chapters 8 Enhancing Student Motivation

Nilson, Chapters 16 Inquiry-guided Learning

Nilson, Chapters 17 The Case Method

Nilson, Chapters 18 Problem-Based Learning

Nilson, Chapters 20 Helping Students Learn How to Learn

Nilson, Chapters 22 Teaching in Multiple Modes

<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

<http://infed.org/thinkers/et-knowl.htm>

<http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm>

Forehand, M. (2005) Bloom's taxonomy: Original and revised. In M. Orey (Ed.). Emerging Perspective on Learning, Teaching and Technology. Available at [http://projects.coe.uga.edu/epltt/index.php?title=Main\\_Page](http://projects.coe.uga.edu/epltt/index.php?title=Main_Page)

<http://www.sciencedaily.com/releases/2009/12/091216162356.htm>

Huerta-Wong, J. E., & Schoech, R. (2010). Experiential learning and learning environments: The case of active listening skills. *Journal of Social Work Education*, 46(1), 85-101.

Assignment:

- Write a short paper (3-4 pages) on about learning theory and learning styles. Integrate content from the readings into

your paper. See assignment description Post your paper by 10/11. Respond to your classmates' papers and post by 10/15.

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**OCTOBER 10 IN CLASS**

**Developing a Course of Instruction**

Specific Behavioral Objectives:

- Through readings and lecture, students will review the components of developing a course of instruction including distinguishing between knowledge and skill objectives, instructor and student objectives, writing course descriptions, objectives, and developing written assignments.
- Through developing a course syllabus, students will demonstrate ability to develop a course of instruction.
- Through developing a philosophy of teaching/learning, students will demonstrate how their syllabi reflect their teaching/learning philosophy.

### Readings:

Nilson, Chapter 2 Outcome-Centered Course Design

Nilson, Chapter 3, Building Critical Thinking into a Course Design

Nilson, Chapter 4, Deciding What Technology to Use

Nilson, Chapters 5 The Complete Syllabus

Nilson, Chapter 21, Ensuring Students Prepare for Class

Dean, K. L., & Fornaciari, C. J. (2015). The 21<sup>st</sup>-century syllabus: Tips for putting andragogy into practice, *Journal of*

*Management Education*, 38, 724-732.

*We will begin syllabus construction in class.*

### Assignment:

- Develop a syllabus for a required undergraduate or graduate social work course.

## **OCTOBER 17 IN CLASS**

### **Developing a Course of Instruction *Continued***

- Bring a copy of your syllabus, book reviews and syllabi reviews to class. Send copies of all your materials to all people in the class at least one hour before class.

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## **OCTOBER 24 IN CLASS (facilitator)**

### **Preparing for Classroom Teaching**

#### Specific Behavioral Objectives:

- Through teaching a class, student will develop beginning strategies for classroom instruction.
- Through presentation and discussion of classroom teaching, students will develop strategies for preparing and teaching a class.
- Through readings, lecture, class discussion and activities, students will experience ethical dilemmas in teaching.
- Through teaching a class, student will develop beginning strategies for classroom instruction.

### Readings:

Nilson, Chapter 7 Creating a Welcoming Classroom Environment for All Your Students

Nilson, Chapters 11 Matching Teaching Methods with Learning Outcomes

Nilson, Chapters 12 Lecture for Student Learning

Nilson, Chapters 13 Leading Effective Discussions

Nilson, Chapters 14 Coordinating Experiential Learning

Nilson, Chapters 15 Managing Productive Groups

Jacobson, J. (2002, July18) Rookies in the classroom. *Chronicle of Higher Education*. Available at <http://chronicle.com/article/rookies-in-the-Classroom/46155>

Holmes, M., Tracy, E., Painter, L., Oestreich, T. & Park, H. (2015). Moving from flipcharts to the flipped classroom:

Using technology driving teaching methods to promote active learning in foundation and advanced master social work

courses. *Clinical Social Work Journal*, 43(2), 215-224.

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### **October 31 IN CLASS (facilitator)**

#### **Grading**

##### Specific Behavioral Objectives:

- Through readings, students will review the art and science of grading.
- Through readings, students will review the research on the accuracy and consistency issues of grading and importance of feedback.
- Through a grading assignment, students will develop an assessment rubric for an assignment and apply the rubric to a set of student papers.

##### Readings:

Nilson, Chapter 24 Improving Student Performance with Feedback

Nilson, Chapters 25 Preparing Students for Assessments

Nilson, Chapters 26 Constructing Student Assessments for Grading

Nilson, Chapters 27 Grading Student Assessments

Kohn, A. (2002).The dangerous myth of grade inflation. *Chronicle of Higher Education*, 49(11), B7-B9.

Miller, G. (2014). Grade inflation, gatekeeping, and social work education: Ethics and perils. *Journal of Social Work Values and Ethics*, 11(1), 12-22.

Bear, J. C. & Cheryomukhin, A. (2011). Students' distress over grades: Entitlement or a coping response? *Journal of Social Work Education*, 47(3), 565-577.

Grade Inflation Seen Rising.( 2011, August 2) *Inside Higher Education*

<http://www.insidehighered.com/news/2009/03/12/grades>

##### Assignment:

- Grade a set of papers that will be given to you. Due 11/7. Bring graded papers to class.

## **November 14 IN CLASS (facilitator)**

### **Teaching On-line**

#### Specific Behavioral Objectives:

- Through on-line discussion and readings, students will demonstrate an understanding of the state of distance and on-line social work education.

#### Readings:

Henderson, M., Selwyn, N., Aston, R. (2017). What works and why? Student perceptions of 'useful' digital technology in university teaching and learning. *Journal Studies in Higher Education* 42(8), 1567-1579.

Gates, T. G. & Dauenhauer, J. A. Students' perceptions of social work practice skills: A comparison of blended and traditional learning. *Journal of Practice Teaching and Learning*, 14(3), 27-45.

Brown, C. & Park, H-S. (2016). [Longitudinal student research competency: Comparing online and traditional face-to-face learning platforms](#) *Advances in Social Work*, 17(1), 44-58.

Forehand, M. (2005) Bloom's taxonomy: Original and revised. In M. Orey (Ed.). *Emerging Perspective on Learning, Teaching and Technology*. Available at [http://projects.coe.uga.edu/epltt/index.php?title=Main\\_Page](http://projects.coe.uga.edu/epltt/index.php?title=Main_Page)

Forgey, M. A. & Ortega-Williams, A. (2016). [Effectively teaching social work practice online: Moving beyond can to how](#), *Advances in Social Work*, 17(1), 59-77.

#### Assignment:

- Write a reflection on the readings. Integrate content from the readings into your reflection. Post your reflection by 11/21. Reflect on your classmates' reflections and post by 11/25.

## **November 21nd IN CLASS**

### **Managing a Classroom and Using Student Feedback**

#### Specific Behavioral Objectives:

- Through readings and instructors' comments, students will review the current literature and research about classroom management and using student feedback to improve teaching.
- Through lecture and discussion, students will review the myths and realities of grade inflation.
- Through lecture and discussion and responding to online discussion questions, students will develop strategies to address classroom decorum and online etiquette.

#### Readings:

Nilson, Chapter 9 Preventing and Responding to Classroom Incivility

Nilson, Chapter 10 Preserving Academic Integrity

Holley L. C. & Steiner, S. (2005). Safe space: Student perspectives on classroom environment. *Journal of Social Work Education*, 41(1), 49-66.

Baer, J. C. & Cheryomukhin, A. (2011). Students' distress over grades: Entitlement or a coping response? *Journal of Social Work Education*, 47(3), 565-577.

Delucchi, M. & Korgen, K. (2002). We're the customer-we pay tuition: Student consumerism among undergraduate sociology majors. *Teaching Sociology*, 30(1), 100-107.

Kealey, E. (2010). Assessment and evaluation in social work education: Formative and summative approaches. *Teaching in Social Work*, 30(1), 64-74.

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### **November 28th IN CLASS**

Teaching Class Presentations

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**

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)

Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

### **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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> 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](mailto: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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: [brooke.troutman@uta.edu](mailto:brooke.troutman@uta.edu) or by phone: (817)272-5352 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>
- 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 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/aao/fao/>).

## **P. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). 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.

## **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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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/>.

## **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>.

## **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/>

## **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>.

### **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.