



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Spring 2018

**Course Title:** Introduction to Social Work

**Course Prefix/Number/Section:** SOCW 2311-008 (also 003)

**Instructor Name:** Ly-Huong Barrett, JD, LMSW

**Faculty Position:** Assistant Professor in Practice

**Faculty Profile:** <https://mentis.uta.edu/explore/profile/ly-huong-barrett>

**Office Number:** SSW Bldg B, Rm 132 (South Entrance)

**Phone Number:** N/A

**Email Address:** [lyhuong.barrett@uta.edu](mailto:lyhuong.barrett@uta.edu)

**Office Hours:** By appointment only.

**Day and Time of Class (if applicable):** TuTh 11:00am - 12:20pm (for section 003, 2:00pm - 3:20pm)

**Location:** COBA 141 (for section 003, PH 300)

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**

An overview of the social work profession, its fields of practice, methods of social intervention, its historical context, and its relationship to the social welfare system.

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

Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Assessments: Signature Assignment.

Communication Skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Assessments: Signature Assignment.

Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assessments: Signature Assignment.

Social Responsibility includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Assessments: Signature Assignment.

**B. Student Learning Outcomes**

Upon completion of this course, students will:

- Be familiar with the social work profession. Assessment: Community Assignment.
- Understand the basic principles of the profession, as grounded in the profession's code of ethics. Assessment: Quiz for week 6.
- Be able to explain its various fields of practice and the role social workers play in various institutions addressing social problems. Assessments: Community Assignment, Quiz for weeks 8 and 9, and Signature Assignment.
- Be aware of select methods of social intervention. Assessments: Quiz for week 7 and 10-12.
- Have knowledge of social work's historical context, and its relationship to the social welfare system. Assessment: Quiz for weeks 1-3.
- Be familiar with social work's approach to serving diverse populations. Assessments: Quiz for weeks 4 and 5.
- Be able to articulate social work's goal of advancing human rights and social and economic justice. Assessments: Quizzes, Midterm and Final Exams.
- Understand social workers' role in advocating for social policies that advance social and economic well-being and creating and delivering effective social work services. Assessments: Quizzes, Midterm and Final Exams, Signature Assignments.

In addition, as this course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences, it contains core objectives and learning outcomes in the following:

- Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Assessments: Signature Assignment.
- Communication Skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Assessments: Signature Assignment.
- Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assessments: Signature Assignment.
- Social Responsibility includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Assessments: Signature Assignment.

### C. Required Textbooks and Other Course Materials

Berg-Weger (2016). *Social work and social welfare: An invitation (4<sup>th</sup> edition)*. New York, NY: Routledge

This text has an accompanying online supplement. [www.routledgesw.com/cases](http://www.routledgesw.com/cases).

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

N/A

### E. Descriptions of Major Assignments and Examinations

For 20% of the grade, students may choose one of the following options:

1. Complete 10 community service hours in a nonprofit social service agency. Students must complete the "Intent to Complete Community Service Hours" form (**due 1/30/18, 11:59pm on BB**) & provide proof of hours in the form of agency letter head and signature of the volunteer coordinator. **Community Service Form must be approved prior to beginning the service hours.**

**OR**

2. Interview a Social Worker using the Interview Guide on Page 597, Exercise #4 of the Textbook: Berg-Weger (2016). *Social work and social welfare: An invitation (4th edition)*. New York, NY: Routledge.

Students must complete all the questions in Exhibits 12.9 & 12.10 on pages 599-600.

The Social Worker must have a bachelor's or master's degree from an accredited university. Interviews may be

conducted in person, skype, or by telephone.

## **Quizzes**

There will be 10 short quizzes administered during the semester. Quizzes are formulated from the text. Quizzes account for 10% of the student's total grade

## **Weekly Discussions**

For 10% of the student's total grade, each week students will participate in group and classroom discussions regarding the chapter readings & current events as they relate to Social Work. Students should be prepared to discuss the topic presented as it relates to that week's text reading and the concepts as they relate to Social Work of "Engage", "Assess", "Intervene", and "Evaluate." Students are expected to read the text each week in preparation for class discussions.

## **Fields of Practice Paper (Signature Assignment to Assess Core Outcomes)**

A Score of 100 is possible for 20% of the total course grade

Students select a field of practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community) and submit a paper 8-10 pages, APA style.

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

Paper should follow this format:

**APA Style** (*page numbers & headers*)

**Cover Sheet**

**Abstract**

**Introduction**

**Definition of the Field of Practice**

**Definition of Social Problem**

**Social Work Roles**

**Important Trends**

**National Organizations**

**Conclusion**

**References**

The following rubric will be used to assess students' performance on the paper.

<b>Fields of Practice paper Item</b>	<b>Points Possible</b>	<b>Points Earned</b>
--	----------------------------	--------------------------

<p>Follows APA Rules (Websites are provided for each bullet for assistance):</p> <ul style="list-style-type: none"> <li>• Appropriate margins, page numbers, and font: <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> <li>• Properly formatted cover page, running head: <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> <li>• Formatting of headings within paper: <a href="http://owl.english.purdue.edu/owl/resource/560/16/n">http://owl.english.purdue.edu/owl/resource/560/16/n</a></li> <li>• Citations as needed (in-text) <ul style="list-style-type: none"> <li>- When to cite: <a href="http://libraries.uta.edu/ebarker/flashPlag/">http://libraries.uta.edu/ebarker/flashPlag/</a></li> <li>- In-text: <a href="http://owl.english.purdue.edu/owl/resource/560/03/">http://owl.english.purdue.edu/owl/resource/560/03/</a></li> </ul> </li> <li>• Properly formatted reference page including electronic resources <ul style="list-style-type: none"> <li>- Reference page: <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> <li>- Electronic resources: <a href="http://owl.english.purdue.edu/owl/resource/560/10/">http://owl.english.purdue.edu/owl/resource/560/10/</a></li> </ul> </li> <li>• Properly formatted quotations where applicable: <a href="http://owl.english.purdue.edu/owl/resource/560/02/">http://owl.english.purdue.edu/owl/resource/560/02/</a></li> </ul>	6	
<p>Grammar, Usage, and Writing Style</p> <ul style="list-style-type: none"> <li>• Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs</li> <li>• Is concise &amp; clear; uses terms correctly; good word choice</li> <li>• Does not <b>overuse quotations</b> (for a guide: <a href="https://owl.english.purdue.edu/owl/resource/563/01/">https://owl.english.purdue.edu/owl/resource/563/01/</a>)</li> <li>• Uses proper sentence structure and length with correct punctuation, especially commas &amp; apostrophes</li> <li>• Uses correct grammar/ spelling; writing is free of typos</li> <li>• Introduces acronyms correctly (e.g., spells out the acronym the first time it is mentioned in the paper)</li> </ul>	4	
<p><b>Descriptive Abstract</b> (for a guide: <a href="https://owl.english.purdue.edu/owl/resource/656/1/">https://owl.english.purdue.edu/owl/resource/656/1/</a>)</p> <p>Does the abstract</p> <ul style="list-style-type: none"> <li>• indicate the type of information found in the work?;</li> <li>• describe the paper's content (i.e., does it outline the paper's major topics)?</li> </ul> <p>Is the abstract 100 words or less?</p>	10	
<p><b>Introduction</b></p> <p>Does the introduction</p> <ul style="list-style-type: none"> <li>• introduce your selected field of practice?;</li> <li>• create interest in reading more?;</li> <li>• provide necessary, but brief, background information?;</li> <li>• identify your main idea?; and</li> <li>• preview the rest of your paper?</li> </ul>	10	
<b>Definition of the Field of Practice</b>	10	
<b>Definition of Social Problem addressed by the selected Field of Practice</b>	10	
<b>Social Work Roles in selected Field of Practice</b>	10	
<p><b>Important Trends</b></p> <ul style="list-style-type: none"> <li>• In selected Field of Practice and/or;</li> <li>• Related to the Social Problem addressed by selected Field of practice.</li> </ul>	10	
<p><b>National Organizations Related to</b></p> <ul style="list-style-type: none"> <li>• The selected Field of Practice and/or;</li> <li>• The Social Problem addressed by selected Field of practice.</li> </ul>	10	
<p><b>Conclusion</b></p> <p>Does your concluding paragraph</p> <ul style="list-style-type: none"> <li>• Restate your topic and why it is important?;</li> <li>• Restate your main idea?</li> </ul>	10	

<b>References</b> <ul style="list-style-type: none"> <li>• Do references include factual information rather than personal experience or opinion?</li> <li>• Appropriate references such as journal articles?</li> </ul>	10	
<b>Total</b>	<b>100</b>	

#### How the Fields of Practice Paper addresses Core Curriculum Outcomes:

**Critical Thinking Skills:** The student must think about what field of practice s/he will choose as a focus for the paper. He or she must also consider appropriate sources of information to thoroughly research the field of practice. Then, s/he must take the information and synthesize and organize it toward defining the field of practice, defining the social problem the selected field of practice addresses, identifying social work roles within this field of practice, and describing important trends in this field of practice. (This fulfills the definition of critical thinking skills-to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.)

**Communication Skills:** The student must communicate the required information in written form, synthesizing and organizing the paper to meet the assignment requirements. Also required are use of correct grammar and adherence to the American Psychological Association's (APA) writing guidelines. (This fulfills the definition of communication skills-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.)

**Empirical and Quantitative Skills:** The student is required to discuss the social problem being addressed by the field of practice; this would involve discussing prevalence of the problem, citing statistics from key entities such as the Centers for Disease Control. Also, students must articulate important trends which might include information such as job outlook and job growth for the selected field of practice. (This fulfills the definition of empirical and quantitative skills-to include the manipulation and analysis of numerical data or observable fact)

**Social Responsibility:** Since the student will be identifying a field of practice and the social problem it addresses, intercultural competence (e.g., important trends for the field of practice and the problem it addresses such as overrepresentation of the problem within a particular racial or ethnic group), knowledge of civic responsibility (e.g., this assignment encourages them to consider something they feel responsible to address and communicate how that might be addressed in a particular field of social work practice), and the ability to engage effectively in regional, national and global communities (e.g., students are required to identify national organizations that address the issue) will be achieved represented in the signature assignment.

**Examinations** There will be both a Midterm (20% of the grade) and a Final Exam (20% of the grade). Both will be administered online using Blackboard (or in class if needed) and will be multiple choice questions. Each exam will be worth 100 points. There will be no makeup exams unless the student can provide a written request and receives approval from the professor. Exams are developed from the text, classroom discussions, and the weekly quizzes.

#### **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,

**Attendance and participation is 10% of the final grade.** Attendance in class is required and will be recorded on sign in sheets at each session. Class attendance is figured into the class attendance and participation grade.

**If a student is unable to attend class, e-mail the instructor before the absence occurs stating the reason for non-attendance.**

**Important Note.** Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others' ability to participate at the same time. This means coming prepared to join in the classroom learning experience by having readings and other work completed, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

## G. Grading

ASSIGNMENTS	DUE DATE	PERCENTAGE OF FINAL GRADE
Community Service OR Interview a Social Worker	COMMUNITY SERVICE INTENT FORM due on <b>1/30/18, 11:59pm</b> VERIFICATION OF COMPLETED HOURS OR INTERVIEW due on <b>4/17/18, 11:59pm</b>	20%
Quizzes (10 total)	See Course Schedule for due dates.	10%
Midterm Exam	3/8/18, 11:59pm	20%
Fields of Practice Paper	3/22/18, 11:59pm	20%
Final Exam	5/1/18, 11:59pm	20%
Attendance/Participation	Tuesdays & Thursdays as scheduled on MyMav.	10%
Total		100

The following scale will be used for calculating an overall course grade:

Grade	Percentage
A	100% - 90%
B	89% - 80%
C	79% -- 70%
D	69% -- 60%
F	59% and 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.

## H. Make-Up Exams

**Late Assignment Policy:** If the assignment is received after the deadline or it is received but unable to be viewed by the Instructor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy. **Please ensure appropriate submission of all assignments on Blackboard.**

Late assignments will be assigned a **five (5) point penalty** for each day late, and will only be accepted up to two (2) days after the scheduled due date.

Since Blackboard will show the date and time of all assignment submissions, there will be no discrepancies as to when an assignment or post has been submitted.

**Make up policy:** Assignments may not be made up. No exceptions.

**Make-up quizzes and exams:** Quizzes will not be accepted after the deadline. No exceptions.

Exams will be considered on a case-by-case basis, and will receive a **penalty of up to 10% of the final exam grade.**

If a situation occurs that is out of your control, it will be discussed with the Instructor to see if it warrants making other arrangements. **All individual circumstances taken into account requires documentation such as a documented medical emergency.**

## I. Course Schedule

Week	DATE(s) OF CLASS	LECTURE TOPIC	REQUIRED READINGS	ASSIGNMENTS/ACTIVITIES
1	1/16, 1/18	<i>A Glimpse into the World of Social Work</i>	Read Syllabus in Detail  Read Chapter 1	1ST DAY OF CLASS - BRING YOUR SYLLABUS  • Introductions  • In Class- Discuss Syllabus  • No Quiz This Week
2	1/23, 1/25	<i>History of Social Work &amp; Social Welfare</i>	Read Chapter 2	• Jane Adams Video • Discussion Topic: Personal Reflection, Your History & Social Work • <b>Assignment due 1/23 and 1/25: Bring an item of historical significance to class &amp; discuss the relevance to social issues of today.</b> Be prepared to share your information with the class. (2.1.3, 2.1.5)  • <b>Quiz 1 over Chapter 2, completed on Blackboard: Due 1/25, 11:59pm.</b>

3	1/30, 2/1	<i>U.S. Poverty and the Implications for Social Work</i>	Read Chapter 3	<ul style="list-style-type: none"> <li>• <b>Students turn in the Intent to Complete Volunteer Hours Form: Due 1/30, 11:59pm on BB.</b></li> <li>• <b>Quiz 2 over Chapter 3, completed on Blackboard: Due 2/1, 11:59pm.</b></li> <li>• <i>Poor Kids in America</i> KERA Video</li> <li>• <i>Food Stamps</i> KERA Video (2.1.4, 2.1.5, 2.1.8)</li> </ul>
4	2/6, 2/8	<i>The Social Work Environment</i>	Read Chapter 4□  Read Article from the United Nations Economic and Social Affairs	<ul style="list-style-type: none"> <li>• <b>Quiz 3 over Chapter 4, completed on Blackboard: Due 2/8, 11:59pm.</b></li> </ul> Article link: <a href="http://undesadspd.org/Poverty/PovertyandInequality.aspx">http://undesadspd.org/Poverty/PovertyandInequality.aspx</a> <ul style="list-style-type: none"> <li>• <i>Wealth Inequality in America</i> Video</li> <li>• <i>Wage Gap Changes for Women</i> Video (2.1.3, 2.1.4, 2.1.5, 2.1.8)</li> </ul>
5	2/13, 2/15	<i>Diversity in Social Work Practice</i>	Read Chapter 5□  Read the NASW Standards for Cultural Competence	<ul style="list-style-type: none"> <li>• On 2/13 &amp; 2/15, Students to bring a current news article example of discrimination or oppression to class for Discussion. Be prepared to present to the group. (2.1.3, 2.1.4, 2.1.5)</li> </ul> NASW Standards for Cultural Competence <a href="http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf">http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf</a>  <b>Quiz 4 Over Chapter 5 on Blackboard: Due 2/15, 11:59pm.</b>
6	2/20, 2/22	<i>Values and Ethics in Social Work Practice</i>	Read Chapter 6	<ul style="list-style-type: none"> <li>• <b>Students Complete the Values Inventory on the website.</b> Be prepared to discuss in class</li> </ul> <a href="http://www.routledgesw.com//sanchez/assess/myValues">http://www.routledgesw.com//sanchez/assess/myValues</a> <ul style="list-style-type: none"> <li>• Professor provides Values &amp; Ethics Scenarios for in-class discussions (2.1.2, 2.1.3, 2.1.4)</li> <li>• <b>Quiz 5 Over Chapter 6 on Blackboard: Due 2/22, 11:59pm.</b></li> </ul>
7	2/27, 3/1	<i>Social Work Perspectives and Methods</i>	Read Chapter 7	Speaker: Chris Kilgore (TBD)  Assignment in class <ul style="list-style-type: none"> <li>• <b>Complete the Online Plagiarism Tutorial: Due 3/1, 11:59pm</b> (2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.5)</li> <li>• <b>Quiz 6 over Chapter 7 on Blackboard: Due 3/1, 11:59pm.</b></li> </ul>



8	3/6, 3/8	<i>Fields of Social Work Practice</i>	Read Chapter 8	<ul style="list-style-type: none"> <li>• No quiz this week</li> <li>• Be prepared to Discuss Fields of SW Practice</li> </ul> <b>MID TERM EXAM ON BLACKBOARD: Due 3/8, 11:59pm</b>
9	3/13, 3/15	<i>Fields Of Social Work Practice Cont'd</i>	Continue reading Chapter 8	<ul style="list-style-type: none"> <li>• <b>Quiz 7 over Chapter 8 on Blackboard: Due 3/15, 11:59pm.</b></li> <li>• This is Social Work &amp; Aging Video</li> <li>• Oncology Social Worker Video</li> <li>• On Any Given Day, Social Workers Video</li> <li>• Social Work &amp; Military Video (2.1.3, 2.1.4)</li> </ul>
10	3/20, 3/22	<i>Social Work Practice with Individuals and Families</i>	Read Chapter 9	<ul style="list-style-type: none"> <li>• <b>FIELDS OF PRACTICE PAPER DUE 3/22, 11:59pm</b> (see instructions on syllabus &amp; policies regarding late papers)</li> </ul> <p>No papers accepted by email. Paper must be posted on Blackboard in Safe Assign</p> <ul style="list-style-type: none"> <li>• <b>Quiz 8 Over Chapter 9 on Blackboard: Due 3/22, 11:59pm.</b> (2.1.2, 2.1.3, 2.1.8)</li> </ul>
11	3/27, 3/29	<i>Social Work Practice With Groups</i>	Read Chapter 10	<ul style="list-style-type: none"> <li>• <b>Quiz 9 Over Chapter 10 on Blackboard: Due 3/29, 11:59pm.</b></li> <li>• Review the Sanchez Family Case online. <a href="http://www.routledgesw.com/sanchez/home">http://www.routledgesw.com/sanchez/home</a></li> <li>• Be prepared in Class to Discuss "Assess" &amp; Engage"</li> <li>• Complete an Ecomap, Be prepared to discuss with the group <a href="http://www.routledgesw.com/sanchez/engage/mappingTheCase">http://www.routledgesw.com/sanchez/engage/mappingTheCase</a> (2.1.2, 2.1.3, 2.1.4)</li> </ul>
12	4/3, 4/5	<i>Social Work Practice With Organizations, Communities, &amp; Policy Practice</i>	Read Chapter 11	<p><b>Quiz 10 Over Chapter 11 on Blackboard: Due 4/5, 11:59pm.</b></p> <ul style="list-style-type: none"> <li>• Students review the website &amp; watch video prior to class time at Center for Study for Social Policy <a href="http://www.cssp.org/">http://www.cssp.org/</a></li> <li>• Videos in Class: Happy Bear Play, Sunshine Hous; UM School of Social Work Advocacy Day; First Follower Leadership Video (2.1.3, 2.1.8)</li> </ul>

13	4/10, 4/12 (NO Class on 4/12 only)	<i>The Social Work Profession</i>	Read Chapter 12	<p>No Quiz This Week</p> <ul style="list-style-type: none"> <li>Review the Sanchez Family and be prepared to discuss “Intervene, Evaluate, &amp; Terminate” <a href="http://www.routledgesw.com/sanchez/home">http://www.routledgesw.com/sanchez/home</a></li> <li>Complete the Intervene area online for Sanchez Family. Answer the questions regarding Goals &amp; Needs prior to class time. <a href="http://www.routledgesw.com//sanchez/intervene/goalsNeeds">http://www.routledgesw.com//sanchez/intervene/goalsNeeds</a></li> <li>Be prepared to discuss: What are the Client’s Tasks &amp; What are the Social Worker’s Tasks? (2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8)</li> </ul>
14	4/17, 4/19	<i>You &amp; The Profession; What Have We Learned about Social Work?</i>	No Text Reading This Week	<ul style="list-style-type: none"> <li>No Quiz This Week</li> <li>Self-Reflection on Community Assignment</li> <li><b>Students turn in Community Service Letter from Volunteer Coordinator (OR) Interview questions/answers. Due on Blackboard on 4/17, 11:59pm.</b> Be prepared to discuss the volunteer and interview experiences in class.</li> <li>Students will discuss in class what they have learned from the course (2.1.2, 2.1.3)</li> </ul> <p><i>Please complete your Course Survey sent to you via email from MyMav. Your input is appreciated.</i></p>
15	4/24, 4/26	<i>What Have We Learned about Social Work?</i>	No Text Reading	<ul style="list-style-type: none"> <li>Continued Community Assignment Discussion</li> <li>Students bring questions regarding the final to class.</li> <li>Student review is independent. No study guide is provided. Students use quizzes to take the final online</li> </ul> <p><i>Please complete your Course Survey sent to you via email from MyMav. Your input is appreciated.</i></p>
FINAL	5/1		<b>FINAL DUE 5/1, 11:59pm</b>	<p><b>OUTSIDE OF CLASS.</b> The final is completed on Blackboard. Students needing to take the final in class may schedule to take the Final Exam on 5/1/18 during regular scheduled class times.</p>

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://www.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.