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 is open to all students and satisfies the requirement for Social and Behavioral Sciences in the core curriculum. This course is required for admission to the Bachelor of Social Work (BSW) program.

B. Student Learning Outcomes

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.
Outcomes for All Students

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 if’s 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 it’s relationship to the social welfare system. Assessments: 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 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. Assessment: Quizzes, Midterm, and Final Exams, Signature Assignments.

Be familiar with the social work perspective vs other professions.

Student Learning Outcomes for Social Work Majors

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, this course addresses competencies 1, 2, 3.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its
mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, my oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental

C. Required Textbooks and Other Course Materials


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

APA style manual (7th edition).
May also utilize APA style guides on Perdue Owl
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

E. Descriptions of Major Assignments and Examinations

Community Assignment: Getting To know Social Work Addresses Competencies 1, 2

25% Students are to complete 10 community service hours in a nonprofit social service agency. For full instructions, please see the “Community Assignment” information posted in Canvas under "Assignments."

Quizzes Address Competencies 1, 2, 3

30% Students are to complete 10 short quizzes administered online during the semester. Quizzes are formulated from the text and are posted in the module due.

(Each individual quiz accounts for 3% of the final grade).

Fields of Practice Paper Addresses competencies 1, 2

45% 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 research-based paper. For full instructions and grading rubric, please see the "Fields of Practice Paper" information posted in Canvas under "Papers."

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.

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,

While there is no attendance grade for this course, participation in class during assigned activities cannot occur if the student is absent! Regular attendance is strongly encouraged. Irregular attendance will be a factor in a student's final grade.

G. Grading

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, mispellings and high Unicheck scores will not receive a satisfactory grade. All written assignments will be due on the date listed on the Course Schedule.

Ten points (total) will be deducted for late assignments. No assignment will be accepted after five days post due date.

Grading: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F. A grade of Incomplete will not be given for this class.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

Students have a 5 day grace period AFTER the due date to complete each quiz; however, each late submitted quiz will incur a 10 point late penalty. No quiz will be accepted after five days post due date.

I. Course Schedule

This course runs on a calendar week, which means each week begins on a Sunday (at 12 a.m.) and ends on a Saturday (at 11:59 p.m.). All assignments are DUE by the end of the corresponding SATURDAY at 11:59 p.m.

<table>
<thead>
<tr>
<th>Module</th>
<th>DATE(s) OF CLASS</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READINGS and CLASS &quot;GOOD-TO-KNOW&quot;</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Getting Started</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td>Due Date</td>
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<td>Go over syllabus and semester.</td>
<td>Syllabus</td>
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<tr>
<td>1</td>
<td>Aug 27, 29</td>
<td><em>A Glimpse into the World of Social Work</em></td>
<td>Review Community Assignment No In-Person Class August 29. Use this date to explore Community Assignment opportunities.</td>
<td>Quiz 1 (Aug 31)</td>
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<td>3</td>
<td>Sept 10, 12</td>
<td><em>U.S. Poverty and the Implications for Social Work</em></td>
<td>Read Chapter 3</td>
<td>Quiz 3 (Sept 14)</td>
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<tr>
<td>4</td>
<td>Sept 17, 19</td>
<td><em>Diversity in Social Work Practice</em></td>
<td>Read Chapter 4</td>
<td>Quiz 4 (Sept 21)</td>
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<td>5</td>
<td>Sept 24, 26</td>
<td><em>Diversity in Social Work Practice</em></td>
<td>Chapter 5</td>
<td>Quiz 5 (Sept 28)</td>
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<td>6</td>
<td>Oct 1, 3</td>
<td><em>Values and Ethics in Social Work Practice</em></td>
<td>Read Chapter 6 Review NASW Code of Ethics</td>
<td>Quiz 6 (Oct 5)</td>
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<td>7</td>
<td>Oct 8, 10</td>
<td><em>Social Work Perspectives and Methods</em></td>
<td>Read Chapter 7 No In-Person Class, October 10. Use this time to work on Community Assignment hours.</td>
<td>Quiz 7 (Oct 12)</td>
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<td>8</td>
<td>Oct 15, 17</td>
<td><em>Fields of Social Work Practice</em></td>
<td>Read Chapter 8 Read article &quot;10 Components&quot; No Quiz this module.</td>
<td>Fields of Practice Paper (Oct 26)</td>
</tr>
<tr>
<td>9</td>
<td>Oct 29, 31</td>
<td><em>Social Work Practice with Individuals and Families</em></td>
<td>Read Chapter 9 Guest Speaker: Karen Jones, LMSW-AP</td>
<td>Quiz 8 (Nov 2)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading</td>
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| 10   | Nov 5, 7 | Social Work Practice With Groups | Read Chapter 10  
No in-person class November 7. Use this time to complete Community Assignment hours. | Quiz 9 (Nov 9) |
| 11   | Nov 12, 14 | Social Work Practice With Organizations, Communities, & Policy Practice | Read Chapter 11  
No In-Person Class November 14. Use this time to complete Community Assignment hours. | Quiz 10 (Nov 16) |
| 12   | Nov 19, 21, Nov 26 | The Social Work Profession | Read Chapter 12  
Guest Speaker Sarah Glenn from The Women’s Center.  
No Quiz this module.  
No In-Person Class November 21. Use this time to work on/complete your Community Assignment hours.  
No In-Person Class November 28. Enjoy your Thanksgiving Break! | |
| 13   | Dec 3 | What Have We Learned about Social Work | No Text Reading.  
Snacks and Class Wrap-Up! | Community Assignment (Dec 7) |

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

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.
K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: 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://library.uta.edu/subject-librarians
Course Reserves...................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials .................... http://library.uta.edu/how-to
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/aaofao/](http://wweb.uta.edu/aaofao/)).

**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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.