A. Description of Course Content

This course explores, within the context of a strengths and empowerment perspective, theories of human behavior. For social work majors, it is strongly recommended that SOCW 3302 be taken before this course. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

B. Student Learning Outcomes

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, while this course addresses competencies 1-9, it mainly focuses on competencies 2 & 7. 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 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

1) Discussion Posts (10 points/5 points each)

Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

Two discussion posts. For full credit answer posts with a minimum of two paragraphs. I look for thoughtful and thorough posts. Make sure to reply/interact with two classmates.

2) Case Study - 40 Points

Addresses competencies:

1. Engage Diversity and Difference in Practice
2. Assess Individuals, Families, Groups, Organizations, and Communities

-Write a case study on a family, a group, a small organization, or a community.

(1) Examine your social system using 3 perspectives/theories and 5 concepts (ideas derived from the theories found in the text chapters) as they apply to the social unit you select.

(2) Define and discuss the perspectives/theories and concepts in detail and give examples of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.).

(3) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the social unit you selected. The student should consider this project a —work in progress, and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.

This paper should be a maximum of 7 - 10 double-spaced pages in length and follow APA format. Include pertinent material from your textbook and include a minimum of three articles from social work journals that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages. Your grade will be determined based on the following rubric.

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
</table>

Group Work: Up to 3 students can work together on the Case Study Paper, but it is up to the students to work out individual responsibilities. All students named on a paper submission will receive the same grade for that paper. One member will submit for the entire group.
<table>
<thead>
<tr>
<th><strong>Clarity - Content is expressed with clarity and coherence</strong></th>
<th>5</th>
<th>This includes grammar, spelling, and coherence. APA: title page, running head, page numbers, and reference list.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and application of theories</strong></td>
<td>10</td>
<td>Minimum of 3 theories need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td><strong>Description of concepts</strong></td>
<td>10</td>
<td>Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td><strong>Description of diversity Issues/Influences</strong></td>
<td>10</td>
<td>Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).</td>
</tr>
<tr>
<td><strong>Promotion of Health and Well-Being</strong></td>
<td>5</td>
<td>Discuss in terms of social systems and how they promote or block the achievement of health and well-being.</td>
</tr>
<tr>
<td><strong>Depth and Substance</strong></td>
<td>5</td>
<td>Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40 Points</td>
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</tbody>
</table>

**4) Exam 1 (25 points)** is an exam that involves applying ethical principles and theoretical perspectives to understanding a case study presented in the exam.

Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

**5) Exam 2 (25 points)** is a comprehensive exam of class materials.

Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

**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,
This is an online course. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Students are expected to complete all of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

The following assignments will be utilized in order to determine the final grade for the course:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (2/5 each)</td>
<td>10</td>
</tr>
<tr>
<td>Case Study</td>
<td>40</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total 100 points**

Grading Scale: The following scale will be used in determining the letter grade for the course. A= 90-100, B=80-89, C=70-79, D=60-69, F=Below 60

Phone and video appts available as needed per request.

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

No makeup will be allowed for exams.

Assignments are not accepted after 7 days late. Late assignments will result in a 1.5 point deduction per day.

I. Course Schedule

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/21 FIRST DAY</td>
<td><strong>Module 1</strong> Intro to the Course Setting the Stage: A Multidimensional Approach</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2 8/28 (9/2 LABOR DAY HOLIDAY)</td>
<td><strong>Module 2</strong> Theoretical Perspectives on Human Behavior</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>The Biological Person</td>
<td>Ch. 3</td>
<td>9/11 11:59 PM DP1</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>Module</td>
<td>The Psychological Person</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>The Psychosocial Person</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>The Spiritual Person</td>
<td>Ch. 6</td>
<td></td>
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<tr>
<td></td>
<td>EXAM REVIEW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>The Physical Environment; Culture</td>
<td>Ch. 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Social Structure and Social Institutions</td>
<td>Ch. 9</td>
<td>10/23 11:59 PM CASE STUDY</td>
</tr>
<tr>
<td>Module</td>
<td>Families</td>
<td>Ch. 10</td>
<td>10/30 11:59 PM DP 2</td>
</tr>
<tr>
<td>Module</td>
<td>Small Groups</td>
<td>Ch. 11</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Formal Organizations, Communities</td>
<td>Ch. 12 &amp; 13</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Social Movements</td>
<td>Ch. 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAM REVIEW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVAILABLE FROM 11/20 12:00AM-11/27 11:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THANKSGIVING HOLIDAY</td>
<td></td>
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<tr>
<td></td>
<td>STUDENT FEEDBACK SURVEY</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>LAST DAY</td>
<td></td>
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</tbody>
</table>

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

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

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


L. Student Support Services

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

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

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

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is 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. 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 (
O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

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

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion.
from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

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

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

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