A. Description of Course Content

Theories and methodologies of social work assessment, case management, and other generalist intervention at the individual, family, and group levels in diverse settings. 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, 2, 3, 4, 6, 7, 8 and 9 it mainly focuses on competencies 7, 8 and 9:

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, and groups. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.

- Social workers collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- Social workers 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.
- Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges and then select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, and groups. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies and value the importance of interprofessional teamwork and communication in interventions.

- Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions.
- Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, including negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies.
- Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy and service delivery effectiveness and utilize both qualitative and quantitative methods for evaluating.

- Social workers select and use appropriate methods for evaluation of outcomes, applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks.

C. Required Textbooks and Other Course Materials


*Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

- **Discussion Board (5 points each)**

Each week you are required to turn in a reading response discussion board assignment. Students are expected to submit to the appropriate Canvas discussion board a summary (6-8 sentences) of the reading selected for
the assignment, as well as a well-thought-out question prompted by at least one reading assignment for that Week. Students are then required to submit a well thought out response to one peer question prompt (6-8 sentences). Details about each section of the assignment are described below, although all parts are combined together into the same original discussion board post (summary, question, and peer response).

- **Summary (3 points) - Due on Wednesdays by 11:59pm.**

  The summary of the reading should draw on major themes (always present) and empirical findings (sometimes present) presented by the authors. You should try and distill the reading into its most important parts without plagiarizing the abstract of the Chapter.

- **Question (1 point) - Due on Wednesdays by 11:59pm.**

  A question submitted must be thoughtful, reasonable, and relevant to the assigned reading for the Week. Questions must be open-ended, with scope narrow enough to elicit a brief answer containing at least 6-8 sentences.

  *SUMMARY AND QUESTION ARE ONE POST*

- **Peer Response (2 points) - Due on Sundays by 11:59pm.**

  I require that you go beyond saying, “I agree,” and proceed in furthering the discussion. Answering the question should require some elaboration and integration of the course materials; that is, questions requiring merely descriptive answers are discouraged. Each question should clearly move beyond the content of the assigned reading. A suitable question is not, “What do these results mean?” or “What did the author mean with this sentence?” Additionally, you should refrain from making sweeping rhetorical statements in your questions, such as “If the world was peaceful, how might this be different?” There is no way we can answer that question with any degree of plausibility and it skews into editorializing. As social scientists, we are interested in empirical research. We can focus on one specific aspect of a more complicated concept and ask how it may work in the real world or what problems we find with it.

  Addresses competencies 1, 2, 9

- **Character Strengths Assignment (10 points).** What are your strengths as a person and soon to be social worker? Go to [https://www.viacharacter.org](https://www.viacharacter.org)

  Complete the “Take Free Survey.” Then, take your top signature strength and answer the following five (5) questions in no more than four (3) pages. Make sure to follow APA formatting.

  1. What is the history and development of this strength?
  2. Provide details about how you put this strength into every day. How will this strength sustain you in the coming semester?
  3. Discuss the important people who have contributed to the development of this strength.
  4. What significant meaning (if any) does this strength hold for you?
  5. What are the dreams and hopes that stand behind this strength?

  Addresses competencies 1 and 2.

- **Biopsychosocial Assessment (40 points).** Students will complete a biopsychosocial of an individual of their choosing. This individual must be a real person who is willing to participate. Students should make anonymous any identifying information by referring to the participating individual by initials or last name only. The assessment should not exceed 5 double-spaced pages. Students should reference examples presented in the class and in the textbooks. The purpose of this assignment is for students to begin the process of conceptualizing the initial assessment process in terms of knowing: a) what is required in a biopsychosocial assessment; b) the process of interviewing and gathering information; and c) how to organize assessment information in a way that allows for making recommendations about the intervention.
This assignment will also have a reflective component in which students will evaluate how well you were able to engage the client and use interviewing skills. Addresses competencies 5, 6 and 9.

- **Exams (2 at 25 points each; 50 points total).** Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures and assigned readings. Addresses competencies 2, 3, 4, 6, 7, 8 and 9.

- **Case Management Intervention Paper (40 points).** Students will create a comprehensive case management intervention based on the client previously identified in the Bio-Psychosocial Assignment. Students will develop a model intervention for this intervention. Not to be used on the individual however, if you were the clinician working with the individual how would you demonstrate the following:
  - Engaging with the client – introductions, rapport building, and explanation of client’s situation and presenting problem
  - Assessing with the client – client’s self-report(s), any reports from collaterals, other professionals, or previous case files, and social worker’s observations
  - Case planning – establishing goals, tasks (for both the client and the social worker), frequency of tasks, and timeline for completion.
  - Termination and Evaluation of intervention – How did the client terminate? What evaluation tools (scales, instruments, reports, etc.) were used? What was the outcome?

Students should utilize the following to completing this assignment:

- Hepworth text, Chapter 13, pp 410-415.
- Cournoyer text, Chapter 11, pp 436-438.
- Any supplemental examples provided by the instructor.

Addresses competencies 4, 6, 7, 8 and 9.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Weekly Discussion Summary, Question, Response</td>
<td>60</td>
</tr>
<tr>
<td>Character Strength Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Biopsychosocial Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Exams (2 at 25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Case Management Intervention Paper</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

**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,

Students are encouraged to check their e-mails and Canvas daily.
For this online course, the student’s participation will be assessed by interaction with the online materials each week.

G. Grading

Grading Policy:

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

The grading system is as follows:

<table>
<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>200-179</td>
<td>A</td>
</tr>
<tr>
<td>178-159</td>
<td>B</td>
</tr>
<tr>
<td>158 -139</td>
<td>C</td>
</tr>
<tr>
<td>138 - 119</td>
<td>D</td>
</tr>
<tr>
<td>118-0</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Make-Up Exams will NOT be given. Late assignments will be deducted 10 points each day up to the 4th day. Assignments submitted 5 or more days after the due date will NOT be accepted.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/22- 08/25</td>
<td>Introductions, Syllabus and Course Overview</td>
<td>Syllabus</td>
<td>Introductory Post Due: 08/25 Syllabus Review Post Due: 08/25</td>
</tr>
<tr>
<td>2</td>
<td>08/26- 09/01</td>
<td>Assessment: Exploring and Understanding</td>
<td>C: Ch 10</td>
<td>Character Strengths Assignment Due: 09/01 Week #2 Discussion Board Due: 09/01</td>
</tr>
<tr>
<td>3</td>
<td>09/02- 09/08</td>
<td>Assessment: Intrapersonal, Interpersonal, and Environmental Factors</td>
<td>H: Ch 9</td>
<td>Week #3 Discussion Board Due: 09/08</td>
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<td>4</td>
<td>09/09-09/15</td>
<td>Assessing Family Functioning in Diverse Family and Cultural Contexts.</td>
<td>H: Ch 10</td>
<td>Week #4 Discussion Board Due: 09/15</td>
</tr>
<tr>
<td>5</td>
<td>09/16-09/22</td>
<td>Forming and Assessing Social Work Groups</td>
<td>H: Ch 11</td>
<td>Biopsychosocial Assessment Due: 09/22 Week #5 Discussion Board Due: 09/22</td>
</tr>
<tr>
<td>6</td>
<td>09/23-09/29</td>
<td>Contracting and Developing Goals</td>
<td>C: Ch 11, H: Ch 12</td>
<td>Week #6 Discussion Board Due: 09/29</td>
</tr>
<tr>
<td>7</td>
<td>09/30-10/06</td>
<td>Exam I</td>
<td>Exam I Review</td>
<td>Exam I Due: 10/06</td>
</tr>
<tr>
<td>8</td>
<td>10/07-10/13</td>
<td>Working and Evaluating; Planning and Implementing</td>
<td>C: Ch 12, H Ch: 13</td>
<td>Week #8 Discussion Board Due: 10/13</td>
</tr>
<tr>
<td>9</td>
<td>10/14-10/20</td>
<td>Developing Resources, Advocacy as Intervention</td>
<td>H: Ch 14</td>
<td>Week #9 Discussion Board Due: 10/20</td>
</tr>
<tr>
<td>10</td>
<td>10/21-10/27</td>
<td>Enhancing Family Functioning</td>
<td>H: Ch 15</td>
<td>Week #10 Discussion Board Due: 10/27</td>
</tr>
<tr>
<td>11</td>
<td>10/28-11/03</td>
<td>Intervening in Social Work Groups</td>
<td>H: Ch 16</td>
<td>Week #11 Discussion Board Due: 11/03</td>
</tr>
<tr>
<td>12</td>
<td>11/04-11/10</td>
<td>Additive Empathy and Confrontation;</td>
<td>H: Ch 17</td>
<td>Week #12 Discussion Board Due: 11/10</td>
</tr>
<tr>
<td>13</td>
<td>11/11-11/17</td>
<td>Managing Barriers to Change</td>
<td>H: Ch. 18</td>
<td>Week #13 Discussion Board Due: 11/17</td>
</tr>
<tr>
<td>14</td>
<td>11/18-11/24</td>
<td>Ending: Evaluation, Termination</td>
<td>C: Ch 13, H: Ch 19</td>
<td>Week #14 Discussion Board Due: 11/24</td>
</tr>
<tr>
<td>15</td>
<td>11/25-11/30</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/02-12/08</td>
<td>Exam II</td>
<td>Exam II Review</td>
<td>Exam II Due: 12/08</td>
</tr>
</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 (http://wweb.uta.edu/aao/fao/).

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.