



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2020

Course Title: Social Work Practice I

Course Prefix/Number/Section: SOCW 3305 (formerly 2313)-001

Instructor Name: Ashley Palmer, PhD, LMSW

Faculty Position: Assistant Professor

Faculty Profile: N/A

Office Number: 208E

Phone Number: N/A

Email Address: ashley.palmer@uta.edu

Office Hours: By appointment

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu>; Canvas: <https://uta.instructure.com/>

A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. Description of Course Content

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem-solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: [SOCW 2311](#). Prospective BSW majors only.

C. 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 and 6, it mainly focuses on competencies 1 and 6:

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

- Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making.
- Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Social workers understand that engagement 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 value the importance of human relationships, understanding strategies to engage diverse clients.

- Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

D. Required Textbooks and Other Course Materials

Hepworth, D., Rooney, R. Rooney, G.D., Strom-Gottfried, K., & Larsen, J.A., (2016). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.

**Please note that students will use these texts again in SOCW 3309. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

E. Additional Recommended Textbooks and Other Course Materials

N/A

F. Descriptions of Major Assignments and Examinations

- **Situated Knowledge video (10 points).** Social Work practitioners come to practice settings with particular life experiences, perspectives, and expertise from these experiences. It is important for you to be able to reflect on these experiences and understand your work through the lens(es) they provide. Prepare 5 points about your own situated knowledge and record a short video (4-7 minutes) that reflects these life learnings. Your video will be uploaded on Canvas. Addresses competencies 1 and 2.

1. What part (s) of your identify and life experience shape your understanding and view of the world?
2. What assets will they bring to your work?
3. What drawbacks or challenges will they bring?

- **Ethics Group Presentation (15 points).** In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling a dilemma in an assigned

scenario. Groups will utilize resource materials in class lecture, those provided on Canvas, and the NASW Code of Ethics. Addresses competencies 1 and 3.

- Each group will review a scenario (assigned by the instructor) and discuss what ethical principles and/or practice issues are at play.
 - Each group will review their scenario, identify the ethical dilemma(s) and work to arrive at a consensus.
 - Students will follow steps 1-4 of Reamer's 7-Step Process.
 - Each group will prepare a presentation that demonstrates the dilemma, the steps to resolve the dilemma and the group's consensus.
 - In addition to the presentation, each group will submit a one-page handout that lists the responses to each of the 4 steps utilized to resolve the dilemma.
- **Ecomap (5 points).** Students will create an Ecomap based on his/her own social environment. The Ecomap should also include a legend and a two-paragraph summary on insight discovered through creating the Ecomap. Students should follow the guidelines and descriptions presented in class, the Hepworth textbook Ch. 1 (pp 14-16), and materials posted on Canvas. Addresses competencies 1 and 2.
 - **Genogram (5 points).** Students will create a three-generation family Genogram (i.e., grandparents, parents, self and siblings). The Genogram should include a legend and a two-paragraph summary on insight and findings discovered through the Genogram process. If applicable, a student's children may also be included in the Genogram. Addresses competencies 1 and 2.
 - **Exams (2 at 12.5 points each; 25 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 1, 2, 3, 4 and 6.
 - **Skills Presentation (15 points).** Students will record a 7-10 minute video that demonstrates their interpersonal communication skills in a mock initial session. The role play video must cover informed consent and show the use of interpersonal skills including but not limited to open-ended questions/statements, reflection of feelings and content (empathic responding), furthering responses (verbal and nonverbal), and summarizing. Addresses competencies 2, 4 and 6.
 - **Documentation Exercise (10 points).** Using the topic chosen for the skills presentation, students will select one of the formats (e.g., SOAP) taught in class to compose a progress note which will describe your session with the client(s) from the social worker's perspective. Addresses competencies 2, 4 and 6.
 - **Class preparation and participation (1 pt weekly; 15 points total).** **When we meet synchronously, this is your opportunity to apply what you are learning. Everyone is expected to be prepared for class (in other words, have watched the lecture and completed other preparatory activities) and to participate during synchronous class time.** Each week, you will receive a grade for your preparation and participation. In order to receive the full 1 point each week, you must have completed preparatory activities and participate during class discussions and activities. Partial points will be awarded for partial preparation and/or participation. No points will be awarded for complete lack of preparation or participation. Examples of preparatory and in-class activities are listed below; these are examples, not an exhaustive list.

Role-plays. On a number of occasions throughout the semester, students will meet in groups of two-three to practice skills learned in class and in assigned readings. Students will take turns being the social worker, the client, and an observer. Students are expected to participate fully as part of their class participation. The goal of these exercises is to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, you should gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. *The role-plays will not be graded; however, participation in the exercises is required as part of your class participation grade.* Addresses competencies 2 and 6.

Multiple choice quizzes. In order to ensure you are learning important concepts and terms, as well as prepare you for two exams in this course, you will occasionally take a short multiple-choice quiz before or during class. The quiz itself is not graded; however, *participation is required as part of your class preparation and participation grade.* Addresses competencies 1, 2, 3, and 6.

Critical reflection and application. You will regularly be asked to integrate what you are learning from readings, lectures, and class with your personal or practice experience. *The reflections themselves will not be graded; however, participation in the exercises is required as part of your class preparation and participation grade.* Addresses competencies 1 and 2.

Ethical decision-making. You will be asked to work through an ethical dilemma in pairs or small groups. The scenario and resolution you come up with will be shared with the whole class and discussed. *The resolution itself will not be graded; however, participation in the exercises is required as part of your class preparation and participation grade.* Addresses competencies 1, 2, and 3.

Pair or small group discussions. You will regularly engage in discussions with your peers about topics relevant to the social work profession and social work practice. Each individual is expected to contribute substantially to such discussions. *The discussions themselves will not be graded; however, participation in the exercises is required as part of your class preparation and participation grade.* Addresses competencies 1, 2, and 6.

Professional tools and documentation exercise. You will practice using tools such as the ecomap and genogram to engage with individuals. Likewise, you will practice documenting a role play session using the SOAP progress note format. *The practice documents themselves will not be graded; however, participation in the exercises is required as part of your class preparation and participation grade.* Addresses competencies 1, 2, and 6.

Assignment	Points	*Due
Situated Knowledge video	10	Wed, 9/16
Ethics Group Presentation + self and peer evaluation	15	Wed, 9/30
Exam 1	12.5	Wed, 10/14
Ecomap	5	Wed, 10/28,
Genogram	5	Wed, 11/04
Skills Presentation	15	Mon, 11/23
Documentation Exercise	10	Wed, 12/02
Exam II	12.5	Mon, 12/07
Class preparation & in-class participation (15 total; 1 pt per week)	15	Weekly
Total	100 points	

***Most assignments will be due in Canvas by 11:59pm on the date specified. The Ethics Group Presentation will occur during class on the date listed here.**

G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

3305-001 is an online course with synchronous learning that meets every Monday and Wednesday from 5:30pm to 6:50pm. Students are expected to reserve this time each week to participate in class sessions. This is a 100 pt course, 15 of which are earned through class participation (1 pt per week). Your preparation and presence are required to earn those points.

Note. You may "make up" class participation points for up to 2 missed classes. It is your responsibility to email me if you wish to have the opportunity to earn points. Evidence of activity completion must be submitted to me no later than the next class period unless otherwise stated. If you miss more than two (2) classes, you will not be able to earn points for those additional class sessions.

H. Grading

Grades are a reflection of the extent to which submitted work meets required standards and demonstrates knowledge, skills, and application of content. Rubrics are provided on Canvas to illustrate grading criteria for each respective assignment. Students are strongly encouraged to review rubrics before beginning assignments and again before submitting assignments. **The time to seek clarity about grading criteria is before assignments are due.**

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Late work

I will accept late work for most assignments up to one week (7 days) after the original due date, with a deduction of 10% for being late. That means that the highest grade that could be received for late work would be a 90%. An additional 5% will be deducted for each 24 hrs it is late (i.e., due on Monday night and turned in Tuesday before 11:59pm, 10% deducted; due on Monday night and turned in Wednesday at 1:00am, 15% deducted, etc). ***Class participation points are the exception.*** You may "make up" class participation points for up to **2 missed classes**. It is your responsibility to email me if you wish to have the opportunity to earn points. Evidence of activity completion must be submitted to me no later than the next class period unless otherwise stated. If you miss more than two (2) classes, you will not be able to earn points for those additional class sessions.

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.

I. Make-Up Exams

There are two exams in this course. Similar to the late work policy above, exams can be made up up to one week (7 days) after the original due date, with a deduction of 10% for being late. That means the highest grade possible for a make-up exam is a 90%. An additional 5% will be deducted for each 24 hrs it is late (i.e., due on Monday night and turned in Tuesday before 11:59pm, 10% deducted; due on Monday night and turned in Wednesday at 1:00am, 15% deducted, etc).

J. Course Schedule

W	Topics	Required Readings	Assignments Due
1 8/26	Introductions, Syllabus and Course Overview	Watch welcome video Read Syllabus Review foundational ground rules for discussion	Class preparation & participation (weekly)
2 8/27-9/02	Introduction to the social work profession: • Origins of social work • Past and present challenges & opportunities	Assigned articles on Canvas	Class preparation & participation (weekly)
3 9/03-9/09	Introduction to the social work profession: • Philosophy, practice domains and roles • Professionalism	H: Ch 1 H: Ch 2	Class preparation & participation (weekly)
4 9/10-9/16	Values and Ethics	H: Ch 4 Assigned article on Canvas	Situated Knowledge video (9/16) Class preparation & participation (weekly)
5 9/17-9/23	Values and Ethics	Assigned article on Canvas	Class preparation & participation (weekly)
6 9/24-9/30	Ethics Presentations	Assigned article on Canvas	Group Ethics Presentations (9/30) Class preparation & participation (weekly)
7 10/01-10/07	Overview of the Helping Process Exam I Review	H: Ch 3 Mid-semester evaluation	Class preparation & participation (weekly)
8 10/08-10/14	Talking and Listening	H: Ch 5	Exam 1 (10/14) Class preparation & participation (weekly)
9 10/15-10/21	Talking and Listening	H: Ch 5	Class preparation & participation (weekly)
10 10/22-10/28	Preparing and Beginning	H: Ch 6	Ecomap (10/28) Class preparation & participation (weekly)
11 10/29-11/04	Preparing and Beginning	H: Ch 6	Genogram (11/04) Class preparation & participation (weekly)
12 11/05-11/11	Documentation Exploring and Counterproductive Communication	H: Ch 7 SOAP Notes handout	Class preparation & participation (weekly)

13 11/12-11/18	Substituting positive alternatives	H: Ch 7 SOAP Note example	Class preparation & participation (weekly)
14 11/19-11/25	Overflow	To be determined	Skills Presentation Video (11/23)
15 11/26-12/02	Overflow Review for exam	Exam II Review Final course evaluations	Documentation Exercise (12/02) Class preparation & participation (weekly)
16 12/03-12/07	Reflecting on what we have learned and next steps	To be determined	Exam II (12/07) Class preparation & participation (weekly)

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.

K. 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.

L. Grade Grievances

See BSW Program Manual at: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

M. 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.

N. 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>

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/>).

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 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.

Counseling and Psychological Services, (CAPS) 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.

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 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.